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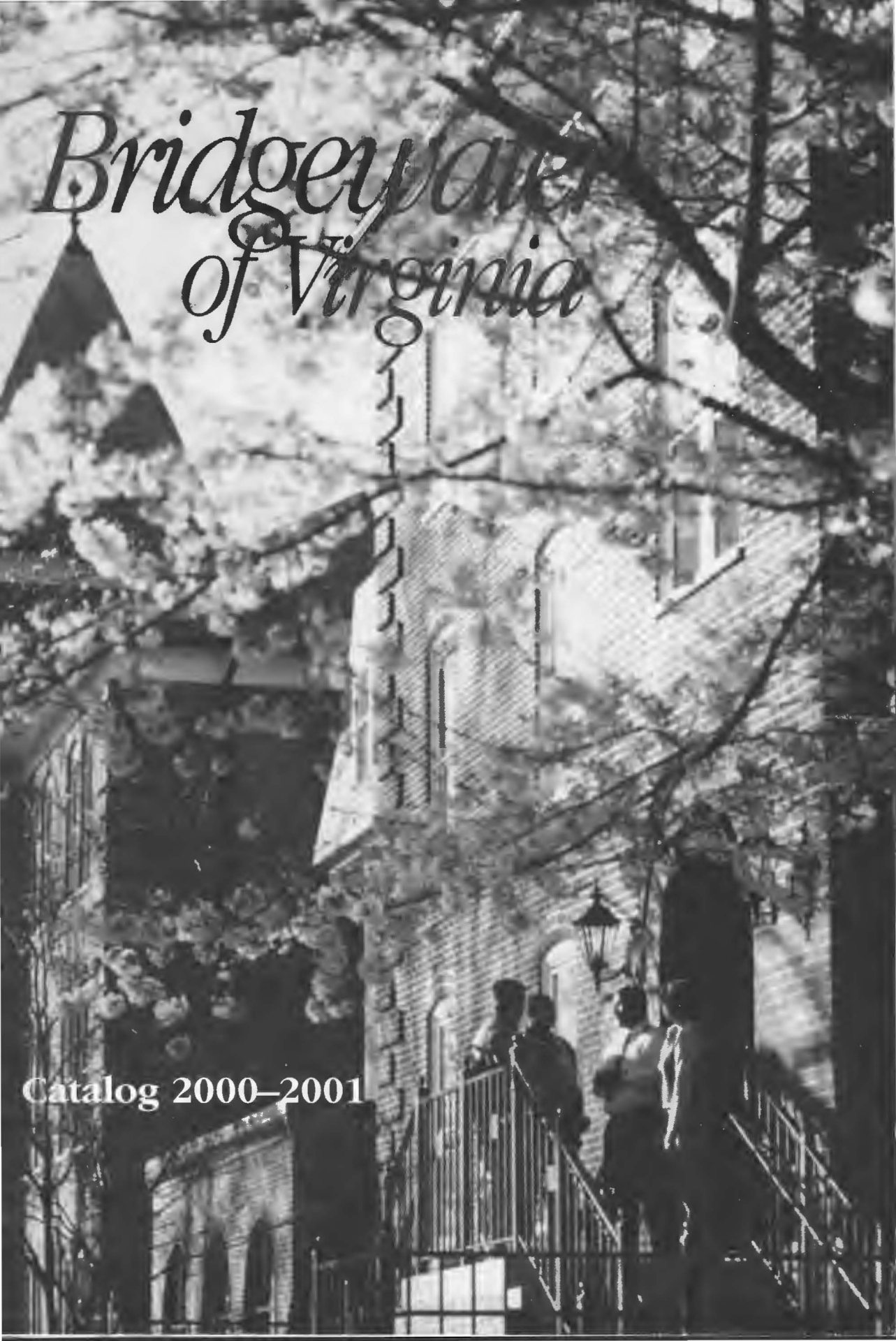
2000

### Bridgewater College Catalog, Session 2000-01

Bridgewater College

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# *Bridgewater of Virginia*

Catalog 2000–2001



# ***Bridgewater College***

## **2000 - 2001 Calendar**

### **Summer Sessions**

June 5	Session I Begins
June 23	Session I Ends
June 23	Freshman Orientation & Registration
June 26	Session II Begins
July 4	Independence Day Holiday
July 7	Freshman Orientation & Registration
July 28	Freshman Orientation & Registration
August 4	Session II Ends

### **Fall Semester, 2000**

August 21-25	Meetings of the Faculty
August 26	New Student Orientation
August 27	New Student Orientation; Freshmen Registration
August 28	New Student Orientation; Upper Class Registration
August 29	Classes Begin
August 30	Opening Convocation; 10:00 A.M.
September 4	Labor Day (Classes as Usual)
September 6	Last Day to Add a Class
October 6 - 8	Family Weekend
October 13	Midterm Reports Due
October 16, 17	Fall Holiday
October 18	Last Day to Withdraw from a Course; WP Grade Assigned
October 20-22	Homecoming Weekend
November 8	Last Day to Withdraw from a Course; WP/WF Grade Assigned
November 21	Thanksgiving Recess Begins after Last Class
November 27	Classes Resume

December 6	Last Day of Classes
December 7	Study Day
December 7, 8	Final Examinations
December 10	Study Day
December 11-13	Final Examinations
	Christmas Holiday Begins after Last Exam

### **Interterm, 2001**

January 4	Interterm Begins
January 23	Interterm Ends

### **Spring Semester, 2001**

January 24	Registration
January 25	Classes Begin
	Senior Comprehensives in P.M.
February 2	Last Day to Add a Class
March 2	Spring Break Begins After Last Class
	Midterm Reports Due
March 12	Classes Resume
March 16	Last Day to Withdraw from a Course; WP Assigned
April 6	Founder's Day
	Last Day to Withdraw from a Course; WP/WF Grade Assigned
April 12	Easter Recess Begins After Last Class
April 17	Classes Resume
May 9	Last Day of Classes
May 10-12	Final Exams
May 13	Study Day
May 14, 15	Final Exams
May 20	Baccalaureate 10:00 A.M.
May 20	Commencement 2:00 P.M.

CATALOG OF

**BRIDGEWATER COLLEGE**



Bridgewater, Virginia 22812-1559  
540-828-8000

**Fax:**

Admissions - 540-828-5481  
Administrative - 540-828-5479

**Electronic Mail:**

[admissions@bridgewater.edu](mailto:admissions@bridgewater.edu)

**World Wide Web:**

<http://www.bridgewater.edu/>

CATALOG ISSUE  
ONE HUNDRED TWENTY-FIRST SESSION  
2000-2001

Bridgewater College seeks to enroll qualified students regardless of sex, race, color, religion, disability, age or national or ethnic origin. Further, the College does not discriminate on the basis of sex, race, color, religion, disability, age or national or ethnic origin in the administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other college administered programs and activities insofar as any of these groups are defined and protected by federal and Virginia law.

Bridgewater College welcomes visitors to its campus and inquiries about its educational program. Athletic, cultural, and social events are open to the public. Visitors should make appointments in advance with persons they wish to see and for guided tours of the campus if such tours are desired. For directions to Bridgewater, see page 187.

The mailing address is Bridgewater College, Bridgewater, Virginia 22812-1599, and the telephone number is 540-828-8000. Letters to the College should be addressed, according to the nature of the inquiry, as follows:

1. **President** – bequests, development program, foundations, and general matters pertaining to the college
2. **Vice President and Dean for Academic Affairs** – personnel matters for academic positions, academic requirements, curriculum, courses of study, and disability
3. **Vice President for Finance and Treasurer** – expenses, plans for payment of tuition, accident insurance, and other business matters
4. **Vice President for Administration** – administration, planning and institutional analysis
5. **Vice President for Institutional Advancement** – development program
6. **Executive Assistant to the President and Director of Planning** – personnel matters for non-academic positions
7. **Dean for Enrollment Management** – admission procedures, catalogs, viewbooks, and other information for prospective students
8. **Director of Financial Aid** – scholarships and financial aid
9. **Registrar** – student records and transcripts
10. **Dean of Students** – general student affairs, disability, guidance and counseling services, housing
11. **College Chaplain** – student religious life and activities
12. **Director of Career Services** – credentials to support applications for employment
13. **Director of Planned Giving** – bequests
14. **Director of Alumni Relations** – alumni activities
15. **Director of Annual Giving** – annual giving
16. **Director of Public Information** – news, publications
17. **Director of Foundations and Corporate Relations** – foundation and corporate giving
18. **Director of Sports Information** – sports news, publications

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**The Bridgewater College Catalog is a multi-purpose bulletin, not a contract.** Because it serves as an official record of the College, it describes the courses of study, explains certain rules and regulations, states the cost of attendance, contains registers of the administration and faculty, and describes other aspects of campus life. All of these items are subject to change from time to time. The catalog, therefore, serves as a reference to faculty and students and also as an introduction to prospective students and their families and friends. The Contents gives the major divisions of the catalog; the Index, at the back of the book, helps locate specific information of interest.



**Dr. Phillip C. Stone**  
**President**



**Phillip C. Stone**  
**PRESIDENT**

## *Bridgewater College*

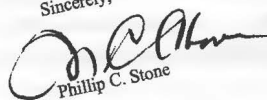
In its efforts to "Lead the Way," Bridgewater College continues to seek new ways to stimulate and effect learning on the part of our students. After the inauguration of our unique Personal Development Portfolio program a couple of years ago, we have now restructured our General Education curriculum which provides core courses addressing fundamental skills development needed by educated college graduates. These courses address practical skills: critical thinking, effective writing, oral communication, and quantitative reasoning.

In addition, we have instituted an Honors Program which not only acknowledges the intellectual ability of our strongest students, but will provide special opportunities to meet the challenge of more rigorous course requirements. We have also instituted a more traditional semester system, but we continue to maintain our popular three-week interterm period.

Whether holding on to a traditional liberal arts emphasis or changing to meet contemporary needs, our focus continues to be our mission: to educate and develop students as whole persons.

Join us in this exciting quest to Lead the Way!

Sincerely,



Phillip C. Stone

*"College of Character; Community of Excellence"*

BRIDGEWATER COLLEGE, BRIDGEWATER, VIRGINIA • 22812-1599 • 540-828-5605 • FAX 540-828-5479 • [pcstone@bridgewater.edu](mailto:pcstone@bridgewater.edu)

# A LIBERAL ARTS COLLEGE

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## Statement of Institutional Purpose

*The mission of Bridgewater College is to educate and develop the whole person. Our graduates will be equipped to become leaders, living ethical, healthy, useful and fulfilling lives with a strong sense of personal accountability and civic responsibility. This mission is carried out in a learning community, with Christian values, high standards of integrity and excellence, affirming and challenging each member.*

Bridgewater College strives to be an academic community with a distinctively Christian atmosphere and with a wholesome balance of learning, service and leisure. The College endeavors to be a community in which each person is treated with respect, there is mutual concern and support, and each person can develop a sense of responsibility to others—both near and far. Bridgewater promotes breadth of intellectual experience as well as proficiency in specific subject fields. Broadly speaking, its primary academic objective is a comprehensive appreciation of the social sciences, the humanities, and the natural sciences.

Bridgewater endeavors to give its graduates a sound foundation as they choose and prepare for their careers. It is interested in their occupational competence and success and intends that they become both humane and effective professionals and practitioners. Bridgewater concentrates on developing the total person, serving the student planning to go directly from undergraduate studies into a career, as well as the one planning to pursue graduate or professional education. The Bridgewater graduate should be able to participate in life with resilience of mind and good judgement, with imagination in dealing with unexpected emergencies, with a sharpened ability to reason and communicate, and with disciplined taste and enjoyment. This concentration on the total person and general education differentiates the liberal arts college from technical and professional schools.

Developing the total person is taken seriously at Bridgewater. On the premise that a recognition of one's capabilities is the beginning of wisdom, Bridgewater offers a liberal arts education designed to help the student gain as complete a self-understanding as knowledge makes possible. As a liberal arts college, it devotes itself to helping students find out how they think, what they feel, why they act, and who they are. Life at Bridgewater College can become a journey of exploration and discovery to the student who is committed unreservedly to the process of a liberal arts education.

In an age of rapid social and scientific change, it is more important than ever that a Christian liberal arts college invite its students to develop an appreciation of the complex bonds which relate persons to each other and to God. The student may discover his or her orientation for life in the library, the classroom, the laboratory, the rehearsal hall, the residence hall, or on the playing field. Believing that religion can be the integrating force in the lives of men and women, Bridgewater emphasizes the freedom and obligation of each individual to develop a personal faith and to find a meaningful place in the world.

## **Summary**

The education offered at Bridgewater is broad, deep, and liberating. It can emancipate one from narrow provincialism and from the distortion of subjective bias; it can free individual creativity and promote the art of the examined life; it can develop the realization that the gift of life demands service to humanity. It helps to conserve basic values while recognizing the need for change. It leads one, while acknowledging that truth is not fully known, to submit to the best and fullest truth that can be known.

## BRIDGEWATER PAST AND PRESENT

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Bridgewater was established in 1880 as Spring Creek Normal and Collegiate Institute by Daniel Christian Flory, an alumnus of the University of Virginia and a young progressive leader in the Church of the Brethren which was organized in Schwarzenau, Germany, in 1708 by Alexander Mack. Nine years later the school was named Bridgewater College and chartered by the Commonwealth of Virginia to grant undergraduate degrees. Bridgewater conferred its first bachelor of arts degree on June 1, 1891, thereby becoming the first of the colleges having historic associations with the **Church of the Brethren** to grant degrees.

The founding fathers wisely conceived of and organized Bridgewater as a residential college because they realized that students learn from one another as well as from the faculty. They knew that students from widely different places, holding varied views and opinions, would have much to understand, to adjust, to eliminate, and many inter-relationships to be refined in living together over a period of four years. They surmised that successive student bodies would develop self-perpetuating traditions that would be educational in itself.

Two major influences, the University of Virginia and the Church of the Brethren, have shaped Bridgewater as an educational institution and created its personality. Its historic association with the Church of the Brethren, its modified Georgian architecture, its Honor Code, and its seal on which is inscribed truth, beauty, goodness, and harmony bear testimony to the strength of these two shaping influences.

Besides Daniel Christian Flory, its first two presidents, three of its four academic deans, and many of its strong teachers were educated at Virginia, Thomas Jefferson's university. Two of these men, John S. Flory, Sr., the second president of Bridgewater and one of its most influential teachers, and John W. Wayland, one of its distinguished teachers who is noted as the historian of the Shenandoah Valley, became charter members of the Raven Society, an honor society, organized at Virginia in 1904. While students at Virginia, all these men imbibed Jefferson's ideals of freedom of thought and expression, of rugged individualism, and of quality education and carried them to and established them at Bridgewater. Succeeding generations of faculty members and students have jealously guarded these ideals.

The Church of the Brethren, a pietistic and pacifistic Christian body with which Bridgewater has been associated since its founding, had as a part of its teachings a recognition of the supreme right of every person—regardless of race, sex, class, or clan—to the full development of his or her powers. As a result, Bridgewater became the first co-educational liberal arts college in Virginia and one of the few accredited colleges of its type in the South which was not greatly disturbed by the Supreme Court's desegregation decision of 1954. Bridgewater's heritage and institutional idealism has determined that its educational program should emphasize ethical and spiritual values. This emphasis on values can be discerned in the course offerings in religion, in the convocation programs, in an inclination to think well of people, in the stress placed on inner-directed character, and in a strong social consciousness.

Daleville College at Daleville, Virginia, was consolidated with Bridgewater in 1923. Blue Ridge College at New Windsor, Maryland, was affiliated with Bridgewater in 1930. In 1944 the Blue Ridge College plant was sold to the Church of the Brethren Service Committee. After all legal debts of Blue Ridge had been liquidated, its remaining assets of \$44,861 were transferred to Bridgewater as a scholarship fund for qualified Brethren youth from Maryland. The consolidation of Daleville with Bridgewater in 1923 and the sale of

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Blue Ridge with the transfer of its assets to Bridgewater in 1944 transformed Bridgewater from a small local college into a regional institution of higher learning with a territory extending from the northern boundary of Maryland to the southern tip of Florida and from the Atlantic Ocean to the Mississippi River. This enlargement of Bridgewater's territory and constituency was achieved through the educational statesmanship of Paul H. Bowman, who was then president.

To further stimulate scholarship and to enrich the cultural life of the student body, in 1962 Bridgewater became a charter member of Brethren Colleges Abroad. BCA makes it possible for a select group of students to spend their junior years at Philipps-Universitat, Marburg, Germany; at the Institut International d'Etudes Francaises of the Universite de Strasbourg, France; at the Universite de Nancy, France; at the Universidad de Barcelona, Barcelona, Spain; at the Universidad de Azuay, Cuenca, Ecuador and the Pontificia Universidad Catolica del Ecuador, Quito, Ecuador; at the Universidad Veracruzana, Xalapa, Mexico; at the Kifissia campus of the University of LaVerne in Athens, Greece; at Cheltenham and Gloucester College of Higher Education in Cheltenham, England; at the Dalian Foreign Languages Institute, Dalian, People's Republic of China; and at Hokusei Gakuen University, Sapporo, Japan, and Cochin, India at the Cochin University of Science and Technology.

Bridgewater has a student body of over 1100 men and women from 17 states, and 10 foreign countries who represent many races and creeds. (Bridgewater College is authorized under federal law to enroll non-immigrant alien students.) The College offers the Bachelor of Arts Degree in 30 major fields and the Bachelor of Science Degree in 20 major fields. Electing to keep its enrollment small, Bridgewater maintains a faculty-student ratio of 1:14, thus insuring that the College knows its students one by one. Bridgewater also offers the Bachelor of General Studies Degree, an individually prescribed degree program for mature adults.

Bridgewater insists that its teachers be not only proficient and inspiring disseminators of knowledge, but that they also be creators of it. Faculty members do research, read papers before learned societies, and publish books and articles. This emphasis on the search for knowledge has encouraged student-faculty research. These generalizations are supported by academic facts. Each year a significant number of the graduating class enter graduate and professional schools. Publications issued by The National Research Council (*Baccalaureate Origins of Doctorate Recipients from U.S. Universities, 1920-1988*) and Higher Education Publications, Inc. (*1990 Higher Education Directory*) revealed that in terms of the number of graduates who later earned Doctor of Philosophy or equivalent degrees, Bridgewater ranked at the 70th percentile among the 2,083 four-year colleges and universities in the country for the period between 1920 and 1988. Since this percentile ranking is on the basis of numbers without regard to size of institution, it is obvious that in proportion to its size Bridgewater ranks very high among undergraduate institutions. The Bridgewater characteristic of being an outstanding undergraduate source of persons who later earn advanced degrees is not a new one but rather a long-standing one. For example, according to a study reported in the *Journal of Southern Research*, January-February issue, 1954, Bridgewater College ranked fifth among Southern colleges and universities on the basis of the number of their graduates who later earned advanced degrees in the sciences. According to a 1992 study of the period 1920-1990, approximately 1 in every 26 Bridgewater graduates went on to earn the doctoral degree. Thus, Bridgewater ranks competitively among the nation's top colleges and universities in terms of the percentage of its graduates who eventually earn the doctorate.

Over the years, Bridgewater graduates have received fellowships and assistantships for graduate and professional study from outstanding universities of the country. Bridgewater scholars have received Fulbright, Woodrow Wilson, National Science Foundation, Root

Tilden, and Rockefeller Theological Fellowships.

Bridgewater is ever conscious of the fact that it was founded as a normal and collegiate institute and then developed into a college of arts and sciences. Each year about 15 per cent of its graduates prepare to enter the teaching profession. Bridgewater alumni are on the staffs of colleges and universities throughout the land. For example, the Chancellor of the Louisiana State University Medical Center, the Tipton R. Snavely Professor of Business Administration at the Darden School at the University of Virginia, the Evan Pugh Professor of Physics at Pennsylvania State University and the Assistant Chair of the Department of Theater Studies at Emory University are all Bridgewater graduates. Bridgewater alumni also have held the positions of Chair of the Pathology Department at The Johns Hopkins University School of Medicine, Distinguished Professor of Biology at the University of Illinois, Dean of the Law School at the University of Missouri, Babcock Professor of Botany at Wake Forest University and Chair of the Department of Health and Performance Sciences at Georgia Institute of Technology.

Bridgewater College graduates have become leaders in many areas of our society. Their education at Bridgewater has encouraged them to use imagination and intuitive insights, gifts that lend themselves to leadership roles. The faculty recognizes that leadership involves more than technical skills and techniques; leadership also demands spiritual discipline as well as a liberal education and a caring attitude to relate meaningfully to other people.

Bridgewater has had an honorable history, spanning more than a century. It has been true to the Jeffersonian and Brethren ideals of the founders by encouraging freedom of thought, by pioneering in co-education and integration, by growing and developing to meet the changing needs of the passing years, by insisting on high scholastic standards, and by educating good and useful citizens.

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Acceptance by its peers in the field of education is the desire of every school. Bridgewater College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (Decatur, GA 30033; 404-679-4500), to award the baccalaureate degree. It is also accredited by the State Board of Education of Virginia and offers a State-Approved Program of teacher education. The business program of the George S. Aldhizer II Department of Economics and Business is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the awarding of B.A. and B.S. degrees with majors in business administration. Bridgewater is a member of the American Council on Education, the Association of Virginia Colleges and Universities, the Council of Independent Colleges, and the National Association of Independent Colleges and Universities.

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Institutions are required to disclose the six-year graduation rate to all current and prospective students. To meet this disclosure requirement and provide our students and prospective students and their parents with a better understanding of the meaning of those rates in context, we provide the following statement:

*Bridgewater College has a freshman retention rate of 79% and a six-year graduation rate of 55%. Bridgewater's retention and graduation rates were ranked 10th among liberal arts colleges in the southern region by U. S. News & World Report in their Year 2000 Annual Guide to America's Best Colleges.*

## CAMPUS SETTING AND FACILITIES

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Bridgewater College is located in the Shenandoah Valley, a scenic and historic region in Virginia. The Allegheny Mountains to the west and the Blue Ridge chain to the east are both visible from the campus. Old Stone and Mossy Creek Presbyterian Churches; the Cross Keys and Piedmont Civil War battlefields; and Natural Chimneys, an interesting geological phenomenon, are just a few miles from the campus. Many houses in the town of Bridgewater are 140 years old or older.

Situated in a beautiful and historic setting, the Bridgewater campus is comprised of 190 acres. The educational activities are focused on the primary campus of 40 acres on which are located Bridgewater's complex of buildings of different periods and styles of architecture. The beauty and charm of the campus complement Bridgewater's friendly atmosphere.

The rooms in all the residence halls are provided with single beds, mattresses, dressers, tables, bookshelves, window shades, and electric bulbs. Students provide linens, bedding, pillows, curtains, table lamps, rugs, and other furnishings desirable to make the rooms more attractive and comfortable.

### Residence Halls

**Blue Ridge Hall**, a residence hall for 150 women and a director of residence, was erected in 1949. The name of the hall honors Blue Ridge College of New Windsor, Maryland, which was discontinued in 1944. This building was renovated and air-conditioned in 1988.

**Daleville Hall**, another residence hall for women, houses 105 students, together with a director of residence. It was built in 1962-63. The name of the hall honors Daleville College of Daleville, Virginia, a Church of the Brethren college, which was consolidated with Bridgewater in 1923.

**Dillion Hall**, erected in 1965-66, houses 168 women and a director of residence. The name of the hall honors J. B. Dillon who was a trustee of Bridgewater for 26 years; his brother, W. D. Dillion, a benefactor of the College; and their father, John Henry Dillion, who was a leader in the Church of the Brethren.

**Geisert Hall**, erected in 1990, accommodates 172 women and a resident director. The building is named in honor of Wayne F. Geisert who served as president of Bridgewater College from 1964 to 1994.

**Heritage Hall**, erected in 1963-64, accommodates 170 men and contains an apartment for the resident director, reception rooms, and recreation rooms. The hall is named in honor of Allen B. Bicknell, Newton D. Cool, Frederick D. Dove, John S. Flory, Mattie V. Glick, J. Maurice Henry, Minor C. Miller, A. Ray Showalter, C. E. Shull, and Marshall R. Wolfe.

**Wakeman Hall**, erected in 1980, accommodates 100 men and a resident director. The building is named for Benjamin O. and Crystal Driver Wakeman, longtime friends and supporters of the College. Until Fall 1997, this served as a women's residence, but due to increased enrollment of women was switched with Geisert.

**Wright Hall**, erected in 1958-59, accommodates 164 men and contains apartments for two residence hall directors, reception rooms, and recreation rooms. The name of the hall honors brothers Frank J. and Charles C. Wright. Dr. Frank J. Wright, a distinguished geologist, was the first academic dean appointed at Bridgewater. Dr. Charles C. Wright served the College thirty-nine years as professor of economics and one year as acting president. From 1924 through 1946, he was both professor of economics and academic dean. In 1924, his brother Frank became professor of geology at Dennison University.

### **Educational and Recreational Facilities**

**Rebecca Hall**, erected in 1928-29 as a women's residence and dining hall, now houses offices and studios of the art department, other faculty offices, the Family and Consumer Sciences department, and a lecture room-auditorium for 200 persons. The building is named in honor of Mrs. Rebecca Driver Cline, wife of Benjamin Cline of North River, whose contribution helped pay for its construction.

**Yount Hall**, constructed in 1905, was extensively remodeled in 1977 to provide offices for Admissions staff, Financial Aid staff, and faculty offices. Its name commemorates the valued services of Walter B. Yount, Bridgewater's first president, and also the services of his gifted mother, Mrs. Margaret C. Yount.

**Cole Hall**, was erected in the summer and fall of 1929 as the auditorium section of a future administration building. The auditorium seats about 650 people and is equipped with a modern stage, dressing rooms, a stage lighting system, motion picture and sound equipment, two artist grand pianos, and a three-manual Moeller organ with 51 ranks of pipes which was installed in 1974. The name of the building perpetuates the memory of Dr. Charles Knox Cole. It is a gift of his daughter, Mrs. Virginia Garber Cole Strickler.

**Alexander Mack Memorial Library**, named for the founder of the Church of the Brethren, was built in 1962-63. It houses more than 171,000 books and periodical volumes and seats 149 readers. A government depository since 1902, the Library also houses over 46,000 government documents. Other special features include the Church of the Brethren Room and a Special Collections Room housing genealogy and Virginia history collections, as well as other special collections. An automated library system, nicknamed ALEX, provides automated circulation and campus-wide computer access to the library collection.

**Flory Hall**, named in 1984, in honor of D. C. Flory, the College's founder, and John S. Flory, long-time president and professor, is the complex made up of the former Founders Hall (erected in 1903), Wardo Hall (erected in 1910), and the link constructed in 1983 which connects these two historic buildings. Wardo Hall served as a men's residence for most of its history. Founders Hall has housed principal administrative offices and classrooms.

**Bowman Hall** was erected in 1953. In 1995-96 it was completely renovated to house English, Sociology, Philosophy and Religion, Psychology, Economics and Business departments and the C. E. Shull Information Technology Center. The name Bowman Hall honors Samuel M. Bowman, Paul H. Bowman, and Warren D. Bowman. Samuel M. Bowman gave the College an estate to promote instruction in biology, agriculture, and Family and Consumer Sciences. Paul H. Bowman served the College as president for twenty-seven years; and Warren D. Bowman served as president for fifteen years.

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**McKinney Center for Science and Mathematics**, completed in 1995, is named in honor of Dr. and Mrs. Robert M. McKinney. A trustee of Bridgewater College for several decades, Dr. McKinney was a research chemist for Dupont Corporation. His research led to 27 patents. The building which bears his name consists of 75,000 square feet of space including modern science and computer laboratories, numerous classrooms, and faculty offices.

**Memorial Hall**, formerly known as Stanley Hall, was built in 1890. In 1927 it was renovated and re-dedicated as Memorial Hall. The building was modernized in 1953 and 1971. The first floor contains a lounge, a listening room, music classrooms, Band and Choir music library rooms, storage rooms and practice rooms; the second floor houses studios, storage room, rehearsal hall and a recital hall which is equipped with nine rank tracker Moeller organ.

**Nininger Hall**, formerly known as Alumni Gymnasium, was named for R. Douglas Nininger, longtime chairman of the Board of Trustees, his wife and other members of his family. The building was erected in 1957-58 and was extensively remodeled in 1979-80. In addition to the usual athletic facilities, the building contains classrooms and a swimming pool that boasts a movable floor (depth) to accommodate the handicapped.

**Jopson Field**, named in honor of Dr. H. G. M. Jopson, emeritus faculty member and coach of track and cross-country teams, is a spacious and attractive field lying along the southern boundary of the campus and bordering North River. The original field was purchased and developed with contributions from the Classes of 1923, 1924, 1925, and 1926 and many other alumni and friends. Extensive renovation of the field was completed in the summer of 1971 when drainage and irrigation systems were installed, an all-weather track was constructed, and the football field and baseball diamond were relocated. In 1986 extensive renovations, including a 2500-seat football stadium, were completed. The fields received extensive repair and upgrade again following the flood of September, 1996. The facility also includes practice and playing fields for soccer, and softball.

**Mapp Field**, named in honor of Laura Susan Mapp, emerita associate professor of Physical Education, is adjacent to Jopson Field along the southern boundary of the campus. It borders the North River. The field is used for field hockey and lacrosse.

**The College Chapel** is the former Bridgewater Church of the Brethren. The first structure on the present location was erected in 1914. A new sanctuary and additional facilities for Christian education were added in 1953. The old sanctuary was converted into a chapel and extensive remodeling was completed in 1965. The Chapel is presently used for worship services, convocations, concerts, lyceums and other special events.

**The Kline Campus Center**, completed in the summer of 1969, is one of the finest student service centers of its kind. It is named in honor of the Wilmer Kline family who gave generously in support of the cost of the facility and in honor of Elder John Kline, Church of the Brethren martyr during the Civil War. The main floor has a cafeteria with a dining capacity of 550 and enclosed side dining areas for small groups. Also on this level are a reception desk for campus visitors, the main lounge, an art gallery, and the College President's dining room.

The lower level houses a large bookstore, snack shop, billiards room, campus post office, and faculty-alumni room. Lockers and a lounge are provided for commuter students. Student government and publications offices are on the top floor. The center, completely air-

conditioned, is connected to Cole Hall auditorium and to the lecture room-auditorium facilities of Rebecca Hall.

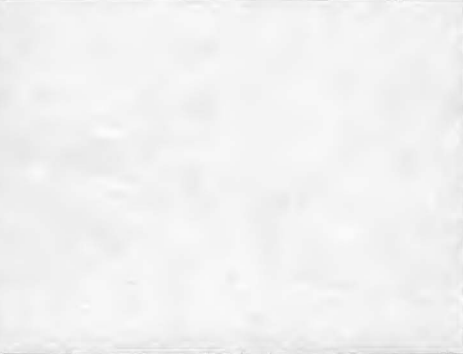
**Moomaw Hall**, serving the Family and Consumer Sciences Department, was built and put into use in 1969, honoring Leland C. and Nina Kinzie Moomaw of Roanoke, Virginia, who gave generously toward the project. The women of the southeastern region of the Church of the Brethren also contributed substantial funds toward the building, and several church districts and local women's groups gave continuous support. An area of the facility honors S. Ruth Howe, former department chair.

**The C. E. Shull Information Technology Center** honors C. E. Shull, former Bridgewater professor of mathematics and physics. Bridgewater students for three generations admired, honored, and respected Professor Shull both as a teacher and as a person. He devoted more than forty years to teaching thousands of students and to administering the Mathematics and Physics Department. Professor Shull was granted the honorary degree of Doctor of Science in June 1961 by his alma mater.

The Computing Center is equipped with a vast array of minicomputers, workstations, and personal computers. In addition to numerous personal computers in faculty offices and academic departments, several microcomputer laboratories are available for general use by students, faculty, and staff. The campus, including residence halls, is fully networked and connects to the Internet through a T1 link. To connect to the campus network through the residence hall, students must bring a personal computer running Microsoft Windows 95 (or NT) with an ethernet card already installed. Additional information about requirements for connecting to the campus network can be found on the World Wide Web at <http://www.bridgewater.edu>. Using these networks, the Information Technology Center provides a full range of services including a web server and electronic mail.

**The Reuel B. Pritchett Museum** was established by the Rev. Reuel B. Pritchett of White Pine, Tennessee, who gave his large collection of books, rare Bibles, and articles of antiquity to the College in 1954. The collection consists of 175 rare books, including a Bible published in Venice in 1482, and seven Bibles printed in Philadelphia in the eighteenth-century by Christopher Sauer. Over 10,000 artifacts are included in the collection. The museum is located in Cole Hall. All items in it have been catalogued and are available for inspection and study.

Among other physical facilities of the College are a number of faculty residences, several small apartment houses, the president's home, the central heating plant, and the old gymnasium now used as a maintenance facility.



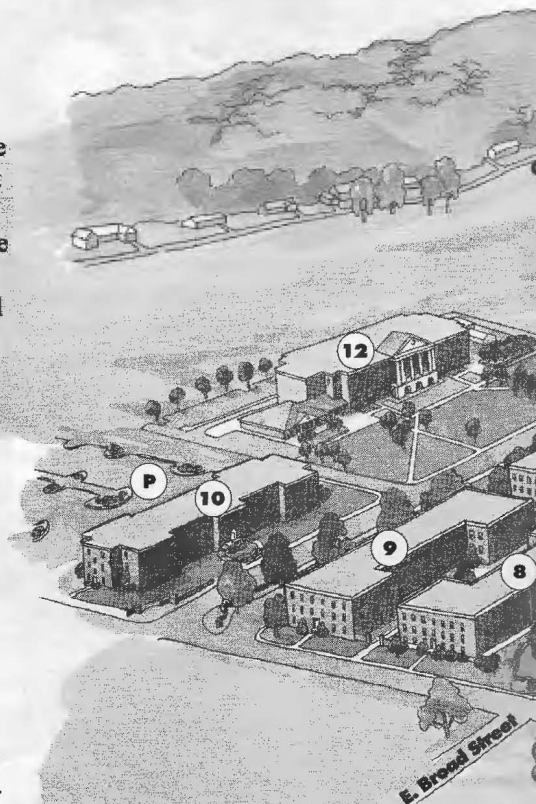


# THE BRIDGEWATER CAMPUS

## KEYS TO BUILDINGS

(Date in parentheses indicates year of construction or acquisition)

1. Yount Hall (1905): Admissions Office, Financial Aid Office
2. Memorial Hall (1890): Music Department
3. Flory Hall (named 1984), comprised of the former Founders' Hall (1903), Wardo Hall (1910), and the connecting link (1984): Office of the President, Offices of the Vice President and Dean for Academic Affairs and the Vice President for Administration, Registrar's Office Business Office, Institutional Advancement Office, Departments of Education, History and Political Science, and Foreign Languages
4. Old Gymnasium (1908): Student Recreation
5. Paul V. Phibbs Maintenance Center (1921). Addition to facility (1990)
6. The College Chapel (1914)
7. Alexander Mack Memorial Library (1963)
8. Wright Hall (1959): men's residence
9. Heritage Hall (1964): men's residence
10. Geisert Hall (1990): women's residence
11. Bowman Hall (1953): Departments of Economics and Business, English, Philosophy and Religion, Psychology, Sociology, C. E. Shull Information Technology Center
12. McKinney Center for Science and Mathematics (1995): Departments of Biology, Chemistry, Mathematics and Computer Science, and Physics
13. Blue Ridge Hall (1949): women's residence
14. Daleville Hall (1963): women's residence
15. Wakeman Hall (1980): men's residence
16. Dillon Hall (1966): women's residence
17. Moomaw Hall (1969): Family and Consumer Sciences Department
18. Rebecca Hall (1929): Art Department, Student Affairs Offices, Chaplain's Office, campus radio station
19. Kline Campus Center (1969): visitor's reception, student services, dining hall, bookstore, post office, student senate and publications office
20. Cole Hall (1929): auditorium, Reuel B. Pritchell Museum, chapel
21. Boitnott House (1900): Counseling Center, Career Planning and Placement
22. Strickler Apartments (1995)
23. Bicknell House (1900):
24. President's House (1949)
25. Nininger Hall (1980)
26. Jopson Field
27. Mapp Field





# THE ADMISSION OF STUDENTS

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**Requirements.** Bridgewater College seeks to enroll qualified students regardless of sex, race, color, handicap, or national or ethnic origin; and further, it does not discriminate on the basis of sex, race, color, handicap, or national or ethnic origin in the administration of its educational policies, employment practices, admissions policies, scholarship and loan programs, and athletic and other college administered programs and activities. Admission is granted to those who present evidence of ability to succeed in the type of program provided. While success in a liberal arts college may depend upon several qualities, applicants for admission to Bridgewater are expected to show the following types of ability and achievement:

1. Graduation from an accredited senior high school or secondary school. The program of courses completed in the high school should include the following credits: four in English; two in one foreign language, preferably in French, German, or Spanish; three in college preparatory mathematics, preferably advanced algebra; two in social studies and history; two in science; and four in suitable electives. While the electives may be in vocational or non-academic subjects, it is recommended that they be in academic subjects such as English, science, mathematics, and social studies. In case the applicant wishes to become an engineer or scientist, one of the four electives should be in mathematics. Applicants from Virginia high schools are encouraged to take a program leading to the Advanced Studies Diploma.
2. Average or better than average scholarship on the secondary school program completed. The grades or marks made on the high school or secondary school program and scores made on achievement tests covering the secondary school subjects should be high enough to give reasonable assurance of ability to do college work. Rank in the upper half of the graduating class is normally required. If an applicant ranks lower than the upper half, strong compensative qualities need to be shown in order to gain admission.
3. A satisfactory score on the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Test (ACT) of the American College Testing Program. Scores on the SAT 2 are welcome but not required. A bulletin of information concerning these tests may be obtained from high school officials or by writing directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. The dates for the Scholastic Aptitude Test are as follows:

**SAT Dates 2000 - 2001**

October 9 .....	SAT 1 and 2
November 6 .....	SAT 1 and 2
December 4 .....	SAT 1 and 2
January 22 .....	SAT 1 and 2
April 8 .....	SAT 1 only
May 6 .....	SAT 1 and 2
June 3 .....	SAT 1 and 2

For information about the ACT, high school guidance offices may be consulted.

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4. **Good character.** Success in a church-related liberal arts college depends not only upon the type and quality of secondary school program completed but also upon good character. Good character includes such qualities as clean living, high aspirations, and industriousness. Applicants are expected to present evidence of them.

**Procedure.** Application for admission may be made upon the completion of the junior year in high school, and it should be made not later than August 1 of the year one wishes to enroll. Those who wish to matriculate at the beginning of the Interterm, or the Spring Semester must file an application for admission at least thirty days in advance of the desired date of enrollment.

In order to obtain full and complete information concerning the achievements of applicants and their abilities to do college work, Bridgewater College will make use of the following methods:

1. **The application form.** The application form has been designed to provide information needed by the Admissions Committee. This form may be obtained from the Office of Admissions or via the Internet at <http://www.bridgewater.edu>. After it has been completely filled out, it should be returned to this office. This is the first step, and a very important one, to be taken by all who wish to be considered for admission to Bridgewater College.
2. **The high school or secondary school transcript.** Upon receipt of the application form properly filled out, the College asks the applicant's high school to furnish an official transcript of his or her academic record. Transfer students are required to submit official transcripts of their records at other institutions in addition to the high school or secondary school transcript.
3. **Written recommendations.** Upon receipt of the application form properly filled out, the College asks the applicant's guidance officer and his or her minister or teacher, to provide a character rating or a letter of character recommendation.
4. **Personal interview.** Soon after the application form has been sent in, any applicant who has not talked with an official representative of the College should arrange to come to the campus for a personal interview. This interview is conducted by a member of the admissions staff. Appointment for an interview may be made by telephoning or writing to the Admissions Office.
5. **Health record.** Each applicant must present a written health report on a form supplied by the College. The form, properly executed, must be returned to the College before official registration can begin.

Each application is acknowledged by a letter from the Director of Admissions. As soon as the various data included in the application have been received and evaluated, the applicant is sent a note of acceptance or rejection. Inquiries from applicants are welcomed. Questions are answered and requested information is provided promptly.

**Readmission.** A student who is absent from the College for a semester or longer, or one who has withdrawn from the College for any reason, must apply for readmission to the Director of Admissions. If the applicant for readmission withdrew for health reasons, a letter of recommendation and evaluation will be required from a professional clinician.

**Transfer Credit.** A student who has attended another accredited institution and is in good standing there may apply for admission to advanced standing not later than the beginning of the senior year. One who has attended an accredited two-year college may transfer as many as 68 credits in courses comparable to those offered at Bridgewater College. Transfer

students are required to present official transcripts of their records at former institutions as well as any other information deemed necessary by the Admissions Committee. Normally, transfer credit is not allowed on courses bearing a grade of less than C. However, by special permission, depending on the circumstances, limited credit may be allowed on courses bearing a grade of D. For an explanation of quality point average, see page 27.

**Advanced Placement.** Credit and advanced placement may be awarded to students on the basis of results on the Advanced Placement Tests of the College Entrance Examination Board. A minimum score of 3 is required for credit consideration. Students may be asked to provide textbook and course materials for the respective departments to evaluate when making advanced placement decisions. The English Department generally requires a portfolio of writings produced in the advanced placement course.

Advanced Placement Tests are available in English Composition and Literature, American History, European History, French, German, Spanish, Art, Music, Computer Science, Mathematics, Biology, Chemistry, Physics, and Psychology. Students interested in taking one or more of these tests for the purpose of obtaining credit and advanced placement at Bridgewater should confer with the secondary school principal during their junior year or earlier and with the College upon application for admission.

The College considers the results of the College Level Examination Program (CLEP) as a means of determining advanced placement for students who have not followed the traditional pattern of preparation.

**International Baccalaureate Program Credits.** Credit and advanced placement may be awarded to students on the basis of results on the International Baccalaureate (transcript of grades), but subject in every instance to the recommendation of the academic department concerned and approved by the Vice President and Dean for Academic Affairs, in accordance with policies of the Council on Education. The students records and transcript of grades will be evaluated with scores of 5, 6, or 7 on the *Higher Level Examinations*. The International Baccalaureate Program is available in selected high schools in the United States and numerous foreign countries.

**The Honors Program.** Beginning in the fall of 2000, Bridgewater College will provide an Honors Program. Freshmen students who have a promising high school record will be invited into the Program beginning in the fall. Others who do extremely well at Bridgewater will be invited into the Program at the end of the fall or spring semester. Please see page 22 for more information on the Honors Program.

## Summer Sessions

Bridgewater operates a three-week summer session and a six-week summer session to enable students to accelerate completion of their degree requirements in three years instead of four, to enable students who have fallen behind in their work to regularize their programs, and to enable teachers who need credits in academic and professional subjects for the renewal of their certificates to secure them.

An integral part of the total college program, the summer session offers standard courses, most of which are taught in the regular session. A student may enroll for a maximum of four credits in the three-week session and seven credits in the six-week session. To enroll for more than the maximum, a student must receive written permission from the Vice President and Dean for Academic Affairs.



# THE ACADEMIC PROGRAM

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## A Liberal Arts Education

The curriculum of a liberal arts college, considered in the broadest sense, is a course of study planned and organized for the purpose of leading a student to a definite educational objective. The curriculum, however, is only one of several essential components of a higher education; the other important constituents are the student, the teacher, the library, the student body, the co-curricular program, and the physical and intellectual environment. A good liberal arts college so organizes these vital elements that they interact and provide the student as much of a liberal arts education as he or she is capable of acquiring.

The curriculum at Bridgewater is divided into three parts, with each part having its own requirements and objectives. The first part is composed of General Education Courses. Some General Education courses are required, but in most areas the student has options. The requirements in general education have been patterned to insure the student an understanding of persons and their cultural, social, and natural environment and a development of proficiencies, techniques, and understandings to enable one to successfully pursue higher educational goals and life in a highly developed economic and social order.

The second part of the curriculum forms the academic major. Its purpose is to add depth in one field to the breadth of knowledge the student gains in the General Education Courses. It enables the student to work effectively in a major field after graduation or prepares one adequately for graduate or professional study.

Elective courses form the third part of the curriculum. A student is encouraged to elect courses which will increase skills and understandings in a major field, which will address areas in which the student has an a vocational interest, and which will adequately meet professional and graduate school requirements. The Vice President and Dean for Academic Affairs, the student's faculty advisor and the department chairperson of the student's major field can help the student choose appropriate electives.

At Bridgewater College, *academic excellence* is neither a slogan nor an assumption, but a commitment that unites the campus. Excellence in education can mean many things. At Bridgewater, it implies *breadth, depth, distinction, and discovery*. We build breadth through the liberal arts foundation; depth, through the student's academic major; and distinction, through elective courses that are tailored to individual interests. The last of these, however — discovery — cannot be packaged, for it describes the spirit in which students and faculty come together. It is that intangible mix of attitude and information that can reshape the way students see themselves and the world about them. What happens in the classroom is basic to this transformative process, and at Bridgewater, the liberal arts curriculum is the beginning point.

More than a steppingstone towards a career, the liberal arts foundation challenges students to a new way of thinking. At its best, it widens the mind, ignites the creative impulse, disciplines thinking, and enhances communication. Even when the impact is more modest, it asks students to swap simplistic answers for deeper reflection, to realize that history and culture are more than trivial pursuits, to ground their casual opinions in solid reasoning, and to remember that no matter how much they know, it is only a kernel of what they might know.

At Bridgewater College, we emphasize these things not only for the love of learning, but to prepare students and alumni to positively shape the organizations and communities in which they live. Toward this end, issues of integrity, commitment, responsibility, and spirituality are embedded throughout the curriculum. In the spirit of the liberal arts, each is presented as an ideal to strive for rather than a formula to follow. In sum, our educational program seeks to develop character.

*At the Heart of this Education is Our General Education Curriculum.*

The first component in this curriculum is a set of four interdisciplinary courses that are common to all students: Effective Writing, Oral Communication, Quantitative Reasoning, and Critical Thinking. Whatever the student's area of specialization, the tools of reasoning and communication that are sharpened in these courses are foundational for the work that follows. Additionally, all students enroll in a wellness course that encourages lifelong habits essential to physical and emotional wellbeing.

Beyond these initial "core" courses, the general education curriculum widens to encompass a host of courses in specific disciplines, from which students will choose an individual, but directed, course of study. The emphasis here is to allow students greater flexibility and choice while still providing a balanced, wide-ranging knowledge base. There are four basic areas in this part of the general education program, with distribution requirements in each area. The first area is Development of Western Culture, where students take five humanities courses, including one each in history, English literature, religion, and fine arts. The second area is Individual and Society, where students take two courses from the social sciences. In the third area, World Cultures, students take two courses pertaining to non-western culture. The fourth area is The Natural Environment, in which students take two laboratory science courses, one from a listing in the physical sciences and one from a listing in the biological sciences.

**General Education Requirements**

**General Education Core Proficiency Skills: Four Courses**

The courses which meet the proficiency skills requirement in the broad areas of communication and reasoning must be taken sometime during the freshman and sophomore years. The courses are:

<b>GEC 101</b>	<b>Effective Writing</b>	<b>3 Credits</b>	<b>F, S</b>
	(Replaces ENG 110)		

Across the disciplines reading-based expository and argumentative composition, introduction to print and on-line research, and an introduction to various disciplinary writing conventions and practices. Supplementary writer's workshop may be required, based on placement.

<b>GEC 102</b>	<b>Oral Communication</b>	<b>3 Credits</b>	<b>F, S</b>
	(Replaces COMM 200)		

Interpersonal and group oral communication skills, including verbal and nonverbal communication, listening, problem solving, and public speaking. The course covers specific issues related to informative speaking, special-occasion speaking, public group presentations, interviewing, ethics, and the relationship between effective oral communication and leadership.



**GEC 111 Quantitative Reasoning** **3 Credits** **F, S**

(Replaces MATH 105 and 109)

A problem-solving approach to quantitative literacy that emphasizes the logical application of mathematical and statistical concepts, and the critical consumption of quantitative information.

**GEC 112 Critical Thinking** **3 Credits** **F, S**

(Replaces ENG 120)

An interdisciplinary course teaching reasoning skills and basic regard for intellectual integrity. Topics include functions of language, misinformation in various media, the structures and analysis of formal arguments, evaluation of evidence, informal logic, deductive and inductive reasoning, the scientific method, and fallacies of reasoning.

### **General Education Wellness: One Course**

**GEC 105 Wellness** **2 Credits** **F, S**

An interdisciplinary course examining the principles of wellness and encouraging the lifelong practice of wellness habits. Emphasis is placed upon personal assessment, problem-solving, and practical applications. Students develop a personal wellness plan and complete the Prime for Life lab as part of the course. Failure to satisfactorily complete the Prime for Life lab will result in loss of credit in this course.

### **Development of Western Culture: Five Courses**

The five courses which meet the requirement in Development of Western Culture must be chosen from the courses listed below and from appropriate Interterm studies so that a minimum of one course is selected from each of the following:

English 205, 206.

History 101, 102, or 103.

Religion 210 or 220.

A course in Fine Arts chosen from: Art 200, 201, 205, 300; English 330; Music 220, 230, 311, 312, 313; Theatre 350, 360, or 370.

In addition, these five courses are chosen to include at least two courses from the Ancient and Medieval Period, one course from the Renaissance and Early Modern Period, and one course from the Contemporary Period.

#### ***Ancient and Medieval Period***

Art 200: Survey of Art History (Prehistory to 1400)

English 205: Western Thought in Literature I

English 405: English Literature I

French 425: Literature and Life of the Middle Ages and the Renaissance

History 101: Western Civilization to 1500

Music 311: History of Medieval & Renaissance Music

Philosophy 331: The Classical Mind

Religion 210: Old Testament

Religion 220: New Testament

Religion 304: Biblical Interpretation

Religion 310: Jesus of History

#### ***Renaissance and Early Modern Period***

Art 201: Survey of Art History (Prehistory to 1400)

English 205, 206: Western Thought in Literature I, II

English 330: Shakespeare

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English 340: Chaucer  
 English 401: American Literature I  
 English 405: English Literature I  
 French 325: Survey of French Literature I  
 French 435: Literature and Life of the Classical Period  
 French 445: Age of Enlightenment  
 German 325: Survey of German Literature I  
 History 102: Western Civilization from 1500 to 1815  
 History 201: History of the United States to 1877  
 History 300: Seventeenth and Eighteenth Century Europe  
 Music 220: Introduction to Western Music  
 Music 312: History of Baroque and Classic Music  
 Philosophy 332: The Evolution of the Modern Mind  
 Religion 332: Reformation Thought  
 Spanish 325: Survey of Spanish Peninsular Literature  
 Spanish 420: Medieval and Golden Age Literature and Life  
 Theatre 370: English Drama to 1800

### ***Contemporary Period***

Art 201: Survey of Art History (Prehistory to 1400)  
 English 206: Western Thought in Literature II  
 English 406: English Literature II  
 English 385: Modern Literature  
 English 402: American Literature II  
 English 420: British Novel  
 English 421: American Novel  
 French 335: Survey of French Literature II  
 French 410: French Culture and Civilization  
 German 335: Survey of German Literature II  
 German 410: German Culture and Civilization  
 German 420: German Literature of the Nineteenth Century  
 History 103: Western Civilization since 1815  
 History 202: History of the United States Since 1877  
 History 301: Nineteenth Century Europe  
 History 302: Twentieth Century Europe  
 Music 230: Introduction to Twentieth-Century Music  
 Music 313: History of Romantic and Twentieth-Century Music  
 Philosophy 200: Introduction to Philosophy and Religion  
 Philosophy 333: Contemporary Philosophy  
 Philosophy 337: Philosophy of Science  
 Philosophy 320: Professional Ethics  
 Philosophy 420: Postmodernism  
 Religion 200: Introduction to Philosophy and Religion  
 Religion 331: Basic Christian Beliefs  
 Religion 320: Religion in Life  
 Religion 333: Contemporary Christian Thought  
 Religion 420: Christian Social Ethics  
 Spanish 410: Spanish Culture and Civilization  
 Spanish 440: Literature and Life of the Nineteenth Century  
 Theatre 360: Modern Drama

***Courses which are not applicable to a single historical period but may be applied to the requirements in Development of Western Culture are:***

Art 205: Introduction to the Visual Arts

Religion 317: History of the Christian Church

**World Cultures: Two Courses**

English 343: Native American Literature and Culture

History 400: History of Russia to 1801

History 401: Revolutionary Russia, 1801 to Present

History 410: Latin America

History 420: East Asia

History 430: Southeast Asia

History 440: Middle Eastern History Since A.D. 600

Family and Consumer Sciences 250: International Foods and Nutrition

Religion 340: Religions of the Near East

Religion 350: Religions of the Far East

Sociology 235: General Anthropology

Sociology 306: Cultures of Japan

Sociology 309: Cultures of Africa

Sociology 325: Development and Underdevelopment in the Modern World

Spanish 335: Survey of Latin American Literature

Spanish 431: Latin American Narrative

**The Individual and Society: Two Courses**

The two courses required in this area must be chosen from different disciplines:

Economics 200: Principles of Macroeconomics or Economics 210: Principles of Microeconomics

Political Science 200: Introduction to Political Science or Political Science 210: United States Government

Psychology 200: General Psychology

Sociology 101: Principles of Sociology

**The Natural Environment: Two Courses**

Of the two courses required in this area, one must be chosen from biological science and one from physical science. Each course which meets this requirement must include a laboratory component.

Biological Science:

Biology 100: The Nature of the Biological World

Biology 207: Organisms I-

Physical Science:

Chemistry 102: The Earth and Its Physical Resources

Chemistry 125: Fundamentals of Inorganic Chemistry

Chemistry 161: General Chemistry

Chemistry 162: General Chemistry

Physics 110: Introductory Astronomy

Physics 218: College Physics I

Physics 221: General Physics I

**Exercise Science: One Activity Course**

**Personal Development Portfolio: See Page 53.**

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## **Bachelor of Arts, Bachelor of Science Degrees**

Candidates for the *Bachelor of Arts Degree* complete the above General Education program and the following foreign language requirement in lieu of the mathematics and science requirement for the Bachelor of Science Degree.

### ***Foreign Language: Zero to Four Courses***

Placement in foreign language is dependent upon a placement examination given at the College and upon the student's secondary school work. Successful completion of the intermediate level is required.

Candidates for the *Bachelor of Science Degree* complete the above General Education program and the following requirement in mathematics and science in lieu of the foreign language requirement for the Bachelor of Arts Degree.

### ***Mathematics and Science: Two Courses***

The Bachelor of Science Degree is offered with majors in a number of disciplines (see below). In addition to the mathematics and science courses chosen above, candidates for the degree must complete either one mathematics course and one science course or two science courses from courses numbered 120 or above in the disciplines of Biology, Chemistry, Mathematics, and Physics.

## **Requirements in the Major Field**

A departmental major consists of not less than thirty credits and not more than 48 credits, including all prerequisite and supporting courses specified by the department. Exceptions to this limitation are made in the cases of the following interdepartmental majors: International Studies, Medical Technology, and Physical Science. A minimum of 18 credits must be chosen from a single department with related courses sufficient to bring the total to at least thirty credits.

During the Fall Semester of the sophomore year, a program of courses in the major department and related courses comprising the plan of the major is developed for each student by the student and his or her academic advisor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the major must likewise have the approval of both the student's advisor and the Registrar and be recorded in the office of the Registrar.

Each student must earn at least a 2.0 grade point average in courses constituting the major and show satisfactory achievement on a comprehensive examination covering the major. Suitable majors from which the student may choose are listed below.

Candidates for the **Bachelor of Arts** degree may elect any of the following majors; candidates for the **Bachelor of Science** degree may elect any of the majors marked by an asterisk: Allied Health Science\*, Art, Biology\*, Business Administration\*, Chemistry\*, Computer Science\*, Economics\*, English, Family and Consumer Sciences\*, French, German, Health and Exercise Science\*, History, History and Political Science, Information Systems Management\*, International Studies, Liberal Studies\* (coupled with preK-6 certificate), Mathematics\*, Medical Technology\*, Music, Nutrition and Wellness\*, Philosophy and Religion, Physical Science\*, Physics\*, Physics and Mathematics\*, Political Science\*, Psychology\*, Sociology\*, Spanish, and Sports Medicine\*.

A student who wishes to achieve a major in two fields must recognize the possibility that more than four academic years may be required to complete such a program. A student who

pursues two major fields declares a primary major and a secondary major and must complete both programs, including satisfactory performance in each comprehensive examination. Candidates for graduation with honors and with two majors must meet the comprehensive examination criterion in each major as stated on page 23. No more than two major fields will be denoted on a student's permanent academic record.

*Comprehensive Examinations.* A candidate for graduation must pass a written comprehensive examination in one's major field. The examinations are selected or made, administered, and graded under the direction of the student's major department chairperson. This examination is administered prior to March 15 of the year in which the student is expected to finish the work for graduation.

A candidate for graduation whose written comprehensive is unsatisfactory is required to take an oral comprehensive as a check, and the student will not be eligible for graduation with honors. The oral comprehensive, if required, is administered prior to May 1 by the student's major department chairperson with the assistance of two other professors appointed by the department chair and the Vice President and Dean for Academic Affairs. In case the achievement of the student is found to be unsatisfactory on the oral, the chair of the committee reports immediately to the Vice President and Dean for Academic Affairs who, with the assistance of the Council on Education, proposes a program for remedial action.

## **Requirements for a Minor**

A minor consists of not less than 18 and no more than 27 credits specified by the department offering the minor. At least six credits of the minor must be completed at Bridgewater.

A program of courses comprising the minor is developed by the student, his or her academic advisor, and the chair of the department offering the minor. A copy of this program must be approved by the Registrar and filed in the office of the Registrar. Any changes in the proposed plan of the minor must likewise have the approval of the student's academic advisor, the chair of the department offering the minor, and the Registrar, and must be recorded in the office of the Registrar.

To complete the requirements for a minor, a student must earn at least a 2.0 grade point average in the credits comprising the minor. Students may elect any of the following minors: Art, Biology, Business Administration, Chemistry, Church Music, Coaching, Communications, Computer Information Systems, Computer Science, Economics, English, Family and Consumer Sciences, French, German, History, Mathematics, Music, Nutrition and Wellness, Peace Studies, Philosophy and Religion, Physics, Political Science, Psychology, Social Work, Sociology, Spanish, and Theatre.

## **Requirements for an Academic Concentration**

A concentration is a curricular design that offers to a student the option to consolidate electives within a major, or from the uncommitted electives which are a normal part of the undergraduate program, to gain additional depth in the chosen major field of study.

A concentration consists of at least 18 but no more than 24 credits. In order to be eligible for admission to a concentration, a student must have declared the major upon which the concentration is built. Other requirements, such as enrollment in a specific degree program, may also apply. All courses will be taken from a list of courses approved for the program by the department sponsoring the concentration and the academic advisor. In order to obtain recognition for the concentration the student must achieve a grade point average of 2.0 or above for the courses comprising the concentration.



The satisfactory completion of a concentration within a major will be noted on the student's official grade transcript.

## **Elective Courses**

Elective courses should be selected with care to fulfill needs to enter graduate school, for certification to teach, or for other special purposes. Students interested in teaching in the public schools should read the requirements for certification stated on page 78 and confer with the Chair of the Department of Education not later than the end of the freshman year.

## **The Writing Center**

The Writing Center is a facility planned to improve student writing at all levels, freshman through senior, and in all their classes. Trained student consultants are available afternoons and evenings to help writers plan and organize, revise and proofread, improve their grammar, or document their research. Student writers are encouraged to seek help voluntarily, or faculty members may refer students to the Writing Center. Students may bring letters, resumes, and applications as well as classroom assignments to the Writing Center.

The Writing Center is located in a 30-computer lab, which is open to students 24 hours a day. Consultants can also help students become more familiar with word processing, using the World Wide Web for research, and writing Web pages. While actual visits to the lab are encouraged, some writing questions may be answered through consultation in Bridgewater College's educational MOO or email to the Writing Center.

## **The Honors Program**

Students entering the College in the fall of 2000 will be the first entering class to have an opportunity to participate in the Honors Program. The Honors Program is designed to provide additional challenges and opportunities for outstanding students. Many of the Honors courses are honors versions of existing courses and satisfy general education requirements. They are taught as smaller classes and provide opportunities for different types of student learning and faculty teaching -- greater independence, research and discussion formats. Other courses will be new, created for students in the Honors Program.

A 3.4 or higher grade point average is required to be a member of the Honors Program. First-year students who present promising high school records and transfer students with a high grade point average in college courses will be invited into the Honors Program. Students may also be nominated for the Program by a faculty member or may nominate themselves.

To complete the requirements of the Honors Program a student is required to complete a minimum of six honors courses plus an honors capstone seminar. Students who complete all requirements of the Program will receive special recognition at Commencement and "Honors Program Graduate" will be imprinted on their transcript and on their diploma.

## **Honors and Awards**

### **Scholarship Honors**

Bridgewater holds before its students the ideal of achieving to the limits of their abilities, especially in the academic area. From time to time, appropriate recognition is given to students whose performance in the pursuit of knowledge and truth is outstanding.

*Dean's List.* At the end of each semester, the Vice President and Dean for Academic Affairs announces the Dean's List which consists of the names of all students who have a quality point average of 3.20 or above while completing a minimum of 12 credits with no grade below C. Also, no student with a grade of Incomplete will be included on the Dean's List. These students are also nominated by the Vice President and Dean for Academic Affairs for recognition through the National Dean's List.

*Graduation Honors.* One may graduate from Bridgewater summa cum laude, magna cum laude, or cum laude. To graduate summa cum laude, a student must achieve a quality point average of 3.80, complete an honors project with a grade of B or better, and score in the upper quarter on the written and oral comprehensive examinations. To graduate magna cum laude, a student must achieve a quality point average of 3.50, complete an honors project with a grade of B or better, and score in the upper half on the written and oral comprehensive examinations. To graduate cum laude, a student must achieve a quality point average of 3.20 and perform satisfactorily on the written and oral comprehensive examinations. Honors oral examinations are administered prior to April 15 by the student's major professor with the assistance of two other faculty members appointed by the major professor and the Vice President and Dean for Academic Affairs. Usually, one member of the orals committee is from outside the student's major department.

Students completing two majors may graduate with honors by meeting the honors standard in one major and performing satisfactorily (10th percentile) on the written comprehensive in the second major.

Students who transfer credits may receive honors. To graduate with honors, a student who transfers credits to Bridgewater from another college or university must not only conform to the above standards for credits earned at Bridgewater College but must also achieve an equivalent standard on his or her total undergraduate academic record, including all work attempted at another institution.

All Brethren Colleges Abroad credit is received on an S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all Brethren Colleges Abroad grades for honors and for cumulative grade point average calculations.

*The Lambda Society.* The primary purpose of the Lambda Society is to encourage scholarly effort and to honor students, faculty members, and alumni who have achieved unusual distinction in the pursuit of knowledge. A student is eligible to be nominated for membership who has completed a minimum of 30 credits at Bridgewater College with a quality point average of 3.20 or higher, who has received all satisfactory grades for Convocation attendance during the year prior to nomination, and who has not been suspended from the College for disciplinary reasons during the year prior to induction.

*Alpha Chi.* The Virginia Gamma Chapter of Alpha Chi, a national collegiate honor society, is organized to promote truth and character, to stimulate and recognize scholarly effort, and to encourage critical and creative thinking which will enable one to explore new areas of knowledge. Junior and senior members of Lambda Society who have completed at least thirty credits at Bridgewater, possess a cumulative quality point average of 3.20 or above, and rank in the top ten percent of their class are eligible for election to membership in this society.



## The Study Abroad Program

The Study Abroad Program currently provides for a semester or year of undergraduate study at the Philipps-University, Marburg, Germany; at the Universite de Strasbourg, Strasbourg, France; at the Universite de Nancy, Nancy, France; at the Universidad de Barcelona, Barcelona, Spain; at the Pontificia Universidad Catolica del Ecuador, Quito, Ecuador; or one or two semesters of study at the Cheltenham and Gloucester College of Higher Education, Cheltenham, England; at the Dalian Foreign Languages Institute, Dalian, People's Republic of China; at Hokusei Gakuen University, Sapporo, Japan; at the Kifissia campus of the University of LaVerne in Athens, Greece; at Universidad Veracruzana in Xalapa, Mexico or at Cochin University of Science and Technology in Cochin, India. The program is conducted by Brethren Colleges Abroad, a cooperative program sponsored by Bridgewater College and five other colleges affiliated with the Church of the Brethren. A resident director is maintained at each location to coordinate the program with the host university officials and to assist students as need arises.

Students can receive a full year of college credit at one of the universities, including round trip transportation, for approximately the same cost as a college year in the United States. Students enrolled in Brethren Colleges Abroad are eligible to apply for federal financial assistance. Bridgewater College grants and scholarships for participating in Brethren Colleges Abroad are limited to students who are required to participate in this program as part of their degree programs. The program provides an opportunity for a mastery of the German, the French, the Chinese, the Spanish, or the Greek language; a first-hand knowledge of a foreign culture; and an opportunity to become an active participant in the challenging task of creating a climate of mutual respect and understanding among the nations of the world.

Participants in Brethren Colleges Abroad programs in France, Germany, or Spain fly from New York in late August. During September and October, the students attend special language training institutes where the emphasis is on conversational skills, vocabulary necessary for successful attendance at Strasbourg, Marburg, or Barcelona, and orientation to the culture and civilization of contemporary France, Germany, or Spain. The winter semester at the European universities runs from approximately November 1 to March 1.

During the winter semester, the students select their courses from a wide variety of offerings in modern languages, history, literature, economics, political science, religion, philosophy, and the natural sciences.

Marburg students are allowed almost six weeks for special and independent study or travel between the winter and summer semesters. The summer semester begins at Marburg about the middle of April and closes in mid-July. There is no such semester break at Barcelona or at Strasbourg; however, vacation periods are allowed at Christmas and Easter. The second semester at Strasbourg closes early in June; at Barcelona, about June 15. All participants in the European programs are expected to take the full academic year of work.

The academic year at the Dalian Institute of Foreign Languages begins in September and runs for ten months; the Spring Semester begins in February and runs for five months. BCA students study intensive Chinese language plus courses taught in English on China Today, Chinese Civilization, and American and British History and Literature, the latter taught with advanced Chinese students of English. Courses are also available in French, German, Spanish, Russian, and Japanese languages and area studies. Students have opportunities for travel between Fall and Spring Semesters.

Hokusei Gakuen University in Sapporo offers semester and full year options of intensive Japanese language study, courses in Japan Today, Japanese Culture, and Japanese Business with visitations and internship options, plus elective courses taken with advanced Japanese students of English. For the Fall Semester, students leave the United States the first of

September and complete the semester either before or after Christmas depending upon course options. For the Spring Semester, students leave the United States during the first part of March and complete the semester at the end of June. Students who choose to spend the entire year in Japan have opportunities to travel or engage in six-week internships between semesters.

A student may participate in the program in Athens, Greece, for one semester or for an academic year. The program strives for cultural integration through living with Greek families and learning basic Greek. The student may engage in intensive Greek language study, and individual programs can be tailored to the interests and home college requirements of each student from a range of courses in humanities, social and natural sciences, and business.

Candidates for the programs in continental Europe must have had at least two years or the equivalent of the German, the French, or the Spanish language at the college level. Candidates for the China or Japan programs need no previous training in Chinese or Japanese languages. Other qualifications include high general academic ability, emotional stability, intellectual initiative, the ability to participate constructively in the life of a small group, and the personal attributes which will permit one to serve as a responsible and scholarly representative of America abroad. Applications for admission to the program must be filed with the Vice President and Dean for Academic Affairs before January 15 of the sophomore year.

The program at Cheltenham and Gloucester College of Higher Education in England provides opportunities in liberal arts fields, teacher education, and business administration and finance. While a student may participate in this program for the entire academic year or the fall or spring semester, the fall semester is typically chosen by Bridgewater students.

## **Bachelor of General Studies Degree Program**

The Bachelor of General Studies Degree Program is an individualized liberal arts degree program for the mature adult who seeks an alternate method of obtaining a bachelor's degree. The program is tailored to the student's personal and vocational needs and takes into consideration the individual's life experiences prior to matriculation.

**Admission.** A student, 30 years of age or older, may apply to the Vice President and Dean for Academic Affairs for admission to the Bachelor of General Studies Program. The applicant must submit the following:

- a. High school transcript showing graduation from a secondary school or the equivalent.
- b. Official transcripts of all post-secondary studies.
- c. Three letters of recommendation.
- d. A biographical essay summarizing the student's background and outlining the student's goals and reasons for pursuing the Bachelor of General Studies Degree Program.

The Vice President and Dean for Academic Affairs assigns the applicant to a faculty sponsor who consults with the applicant to develop a set of degree requirements which are submitted to the Council on Education. Approval of the degree program by the Council on Education constitutes admission to the Bachelor of General Studies Degree Program.

**Assessment of Experiential Learning.** In the General Studies Degree Program, credits may be granted for satisfactory performance on the College Level Examination Program (CLEP) of the Educational Testing Service.

In recognition that competencies which are learned outside the formal college environment may be included appropriately in a student's degree program, a student in the General Studies Program may submit to the Vice President and Dean for Academic Affairs an application with documentation which is evaluated independently by two faculty members and submitted to the Council on Education and the Dean for final action. A maximum of 30 credits may be earned in this way.

***Degree Requirements.*** A Bachelor's Degree in General Studies is awarded upon completion on the following:

- a. High school transcript showing graduation from a secondary school or the equivalent
- b. Official transcripts of all post-secondary studies
- c. Three letters of recommendation
- d. A biographical essay summarizing the student's background and outlining the student's goals and reasons for pursuing the Bachelor of General Studies Degree Program.

***Fees.*** The College's regular application fee of \$30.00 is assessed at the time of application to the program. A student's individual program of studies determines which of the following fees will be paid:

Coursework at Bridgewater College: \$400

Prior learning credit: \$30 per credit.

# ACADEMIC POLICIES

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**Responsibility of Students.** It is the responsibility of each student to understand the academic standards of the College and the degree requirements of the program in which the student is enrolled. Assistance in interpreting the requirements is available from academic and portfolio advisors, the Registrar, and the Vice President and Dean for Academic Affairs.

**Registration.** Students are expected to register promptly in the period devoted to registration at the beginning of each semester. Failure to register at the proper time will result in the assessment of a late registration fee. The College accepts no responsibility for holding seats in courses or room reservations or providing living accommodations for students who fail to register on the days designated for that purpose.

By permission of the student's Advisor and the Registrar, one may make adjustments in his or her program of studies during drop/add period at the beginning of the semester. When a course is dropped after the drop/add period, a grade of WP, WF, or U will be shown on the permanent record.

**Class Attendance.** Regular class attendance is expected of all students and attendance records are kept. Students are generally permitted one absence per course credit. Responsibility for protecting the academic interests of the student and the College rests with the student and the instructor. A student who persists in being absent from class will be first reported to the Vice President and Dean for Academic Affairs. At the discretion of the instructor and the Vice President and Dean for Academic Affairs, the student may be withdrawn from the course with a WF grade and may possibly be withdrawn from the College.

Absences which occur because of college activities approved by the Vice President and Dean for Academic Affairs will be first reported in advance to the Registrar by the instructor sponsoring the activity, and the Registrar will notify instructors of the students involved. The student is responsible for all work missed when absent from class. Students should discuss absences with their professors before the absence occurs.

**Classification of Students.** A student who has earned 25 credits or less is classified a freshman; 26 to 59 credits, a sophomore; 60 to 89 credits, a junior; and 90 credits or more, a senior. A student who is permitted to carry fewer than twelve credits in a semester is classified as a part-time student.

**The Basis of Credit.** A credit is equivalent to one semester hour. A three-credit course meets 150 minutes per week for the semester. A minimum of two hours preparation is expected for each hour of lecture or discussion. A two-hour or three-hour laboratory or studio per week for the semester receives one credit.

In continuing education programs, Bridgewater College records one continuing education credit for ten hours of participation. Continuing education credits are not applicable toward a degree.

**Quality Grade Point Average.** Quality points are applied to work taken at Bridgewater College as follows: For each credit with a grade of A, four quality points are assigned; with a grade of B, three quality points are assigned; with a grade of C, two quality points are assigned; and with a grade of D, one quality point is assigned. Grades of WP, WF, F, S, and U receive no quality points.

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The quality point average is computed by dividing the quality points achieved by the number of credits attempted at Bridgewater College. All credits for which a student enrolls are counted as credits attempted except those credits for which a grade of WP or S is received. A student may repeat course work in which he or she has received a grade of D, F, or WF, and, in the case of repeated work, the highest grade is used in computing the student's quality point average.

Work accepted for transfer to Bridgewater College is recorded as credits earned. Credits attempted and quality points achieved are not transferred. Hence, a student's quality point average, both cumulative and in the student's major, is only dependent upon work attempted at Bridgewater.

Bridgewater College actively encourages all students, including those eligible for graduation with honors, to participate in the Brethren Colleges Abroad program. All Brethren Colleges Abroad credit is received on an S/U basis. However, a student may petition the Vice President and Dean for Academic Affairs to include all Brethren Colleges Abroad grades for honors and cumulative grade point average calculations.

**The Grading System.** A grade is assigned at mid-semester and at the end of the semester on each subject for which one is officially registered. Only the grades assigned at the end of the semester are recorded on the permanent record. One of the following grades is issued for each course attempted: A, B, C, D, F, I, WP, or WF. For field internships and student teaching, grades of S or U are assigned. Courses carrying grades of S or U do not contribute to credits attempted or quality points achieved nor do they figure in the quality point average, but appropriate credits earned are credited to the student's permanent record. Each grade is interpreted as indicated below:

**A superior achievement.**

**B above average achievement.**

**C average achievement.**

**D fair or below average achievement.**

**I incomplete achievement.** This grade may be given when a student has been unable to complete the course or has failed the final examination because of illness or emergency situation which is beyond their control. The time and conditions for the removal of an I must be approved by the Registrar when it is assigned but no later than the sixth week of the following semester. In determining the grade point average, credits with a grade of I are not counted as credits attempted.

**WP - Withdrawn Passing.** This grade indicates that the student's achievement in the course was satisfactory at the date of withdrawal. In order to receive it, the withdrawal must have the approval of the teacher of the course, the student's academic advisor, and the Registrar before the withdrawal deadline (see Calendar), the second week of the Interterm, or permission to withdraw from college. In determining the grade point average, credits with a grade of WP are not counted as credits attempted.

**WF - Withdrawn Failing.** This grade indicates that the student's achievement in the course was unsatisfactory at the date of withdrawal. In determining the quality point average, credits with a WF grade are counted as credits attempted. This grade is not given during the first four weeks of the semester.

**F - unsatisfactory achievement.** A grade of F carries no credit. Once this grade is assigned it will remain on the permanent record; however, the course may be repeated for credit.



**S - satisfactory achievement.**

**U - unsatisfactory achievement.** A grade of U carries no credit.

**Grade Reports.** Grade reports are made twice each semester to students and to their parents. Parents are furnished special reports at other times upon request.

**Minimum Scholarship Standards.** Every student who is permitted to enroll at Bridgewater College is expected to make continuous progress toward his or her educational objective. At the end of each semester a careful evaluation of the achievement of each student is made, and a student whose quality of performance is below the minimum scholarship standards as outlined below will either be placed on academic probation or academic suspension. The Council on Education is responsible for advising the Vice President and Dean for Academic Affairs of these standards and for hearing appeals concerning them. A student who does not achieve a semester quality point average or a cumulative quality point average equal to or greater than the standard appropriate to the student's classification will be placed on academic probation. For students who entered Bridgewater before the fall of 2000, the following minimum grade point averages apply:

A freshman must earn a quality point average of 1.60

A sophomore must earn a quality point average of 1.70

A junior must earn a quality point average of 1.80

A senior must earn a quality point average of 1.90

At the end of the academic year a student may be suspended if her/his cumulative quality point average is less than the value listed below corresponding to the number of total credits attempted by the student prior to the start of the academic year. "Total credits attempted" is a term used only for the purpose of determining the suspension standard which applies to a particular student. It is the sum of all credits for which the student received grades (including withdrawal grades and repeated courses) and credits accepted for transfer from other colleges and universities.

<b>Total Credits Attempted</b>	<b>Minimum Cumulative Quality Point Average</b>
25 or fewer	1.40
26-59	1.60
60-89	1.80
90 or more	1.90

For students who enter Bridgewater in the fall of 2000 or thereafter, the standards for good standing are as follows:

1.4	End of the first semester	1.9	End of the fifth semester
1.6	End of the freshman year	2.0	End of the junior year
1.7	End of the third semester	2.0	Senior year
1.8	End of the sophomore year	2.0	Senior

While on academic probation, counseling by the Deans and his/her portfolio or academic advisor may result in curtailment of co-curricular activities. The academic probation status is recorded on the student's grade report, permanent record, and transcript of credits.

With permission of the Vice President and Dean for Academic Affairs, a student may attend summer session to attempt to raise his or her quality point average above the minimum required for continued attendance.

Following academic suspension, one is ineligible for readmission until one semester has passed. Also, a student who withdraws from college at a time when his or her cumulative quality point average is below the standard required for continued attendance is ineligible

for readmission for one semester from the date of withdrawal. To be readmitted, a student must present evidence sufficient to convince the Committee on Admissions that he or she can meet the minimum scholarship standards.

**Overload Policy.** Students are permitted to enroll in a maximum of 18 credits without paying an overload fee. Normally only students on the Dean's List may apply to the Vice President and Dean for Academic Affairs for permission to enroll in an overload (more than 18 credits including courses audited). Students who are permitted to enroll for an overload must pay the overload fee. The overload fee is not assessed when applied music lessons or Personal Development Portfolio courses result in the student to being registered for an overload.

## **Degree Requirements, Bachelor of Arts or Bachelor of Science**

1. Complete a minimum of 123 credits with a minimum of 48 credits chosen from junior-senior level courses.
2. Complete general education requirements.
3. Complete course requirements for the major, and earn a passing score on a written comprehensive examination in the major.
4. Earn a minimum cumulative grade point average of 2.0 and a minimum grade point average of 2.0 in courses required for the major.
5. Complete a minimum of thirty credits with twenty-seven of the last thirty credits of academic work in residence at Bridgewater College. In addition, complete at least nine credits of the major at Bridgewater College.

**It is the responsibility of the student to enroll in the appropriate courses to meet degree requirements.**

## **College Policies**

**Family Educational Rights and Privacy Act of 1974.** The Family Educational Rights and Privacy Act of 1974 as amended pertains to student educational records maintained by Bridgewater College. The Act allows students, and parents of dependent students, access to their educational records while also protecting their right to privacy, by limiting the transferability of records without the students' consent. The following are guidelines to assist all members of the Bridgewater College community in understanding the provisions of the Act as they apply to Bridgewater College.

**College Policy on Student Access to Educational Records.** All current and former students may have access to their educational records upon submitting a written request to the appropriate office. Compliance with all requests will be made within a reasonable length of time but not later than forty-five days from the date of receipt of the written request. Students requesting access to their educational record must present valid identification. Educational records are defined to include academic records, confidential letters, and statements.

Records not covered by the Act include records received prior to January 1, 1975, financial records of parents, private notes of faculty and administrative officers, law enforcement records, and medical or psychiatric records. A physician or psychiatrist may review medical or psychiatric records upon the student's request.

Students may waive, in writing, access to recommendations and evaluations. A waiver must be filed with each individual office. The Act does not provide for blanket waivers of access to all educational records.

**College Policy on Release of Confidential Records.** The College will not release educational records of current or former students unless a written statement authorizing such a release is received from the student. Exceptions to this policy include the following:

1. Faculty and staff members having legitimate educational interest in the record.
2. Authorized federal and state officials in the process of administering educational programs
3. Requirements in the administration of the Financial Aid Program.
4. Accrediting organizations carrying out their accrediting function.
5. Parents of a dependent student. (Each student is considered to be financially dependent upon his/her parents until stated to the contrary, in writing, to the Registrar.)
6. Directory information (see below).
7. Organizations conducting studies on educational programs, provided that the identity of the student is not revealed.
8. An emergency situation involving the health or safety of the student or other persons.

The College will advise all recipients of student records that only authorized persons may view the records. Each College office will keep a record of all individuals requesting or receiving student records except as noted in item 1 above.

**Directory Information.** The College publishes and maintains directories (including a Web directory) for use by the campus community. The following information is generally included in these directories:

Name and addresses (home and campus)  
Telephone numbers (home and campus)  
Email and www home page addresses  
Parents' names  
Classification (i.e., freshman)  
Major, academic advisor, PDP faculty advisor  
Photograph

Currently, public access to the Web directory is limited to a student's name, College box address, email address and personal Web page, if any.

In the course of the school year, the College may release to the public the information listed above *and* the following additional information, *all of which is deemed directory information*:

Participation in officially recognized activities and sports  
Height/weight (athletic team members)  
Dates of attendance  
Date and place of birth  
Degrees and awards  
Full-time/part-time status

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Previous school attendance  
Marital status  
Veteran status  
Professional objective

**If a student objects to the publication of any of the foregoing information during the academic year, he/she must notify the Registrar, in writing, by the end of the Fall Semester drop add period, or the student's name and information will be published in the College directories.**

***Educational Records.*** Personally identifiable information from a student's educational records will not be released to third parties without the student's advance written approval except as permitted by law.

***Services for Students with Disabilities.*** Services for students with physical disabilities are coordinated through the Office of the Dean of Students. The Assistant Vice President for Facilities and Support Services addresses facility accessibility issues and supports the services coordinated by the Dean of Students. Services for students with learning disabilities are coordinated by the Office of the Vice President and Dean of Academic Affairs. Any questions or concerns about such services should be directed to:

Dr. William D. Miracle  
Dean of Students  
Rebecca 201  
540-828-5380/5382

Melvin D. Wampler  
Assistant Vice President for Facilities and Support Services  
540-828-5740

Dr. Arthur C. Hessler  
Vice President and Dean for Academic Affairs  
Flory 101  
540-828-5608

# STUDENT LIFE

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A liberal arts college is ideally "a place where small groups of students live together in mutual good will, in friendly helpfulness, and in earnest study." In the words of Woodrow Wilson, "it is a mode of association...a free community of scholars and pupils." The words "free community" suggest common interests, living in the same place under the same laws, and participation in making and carrying out of the laws governing its members. With Woodrow Watson's words as a model, Bridgewater strives to be a "community of excellence," one that genuinely cares for and nurtures its members.

## Campus Regulations

The conditions and provisions set forth in this catalog should not be considered as a contract between the College and the student. The College reserves the right to make changes in conditions and provisions when such changes are deemed prudent. In practice such changes are rarely retroactive.

Automobile travel and athletic activities involve an element of hazard that students and parents should recognize. The College is always cooperative and helpful in cases of accidents and injuries but is not liable for any expenses resulting from them. Accident insurance is compulsory and is covered in the inclusive fee.

Bridgewater discourages frequent absences from campus by students. Experience has shown that students fair better academically and otherwise when they remain an active part of the College community.

## The Student Government

Both the faculty and the student body participate in all aspects of College operations. The faculty is a central force in determining policy on academic matters and has significant influence on general college policy. The student body is organized into the administrative, legislative, and judicial branches. Through its president and appointed student members of faculty committees, students are also involved in many aspects of College operations. The Student Senate, an organization of students elected by the four classes, serves as the basic policy-making authority of the Student Body. The Senate must approve presidential appointments, may override presidential vetoes, may conduct impeachment proceedings against Student Government officials, sets guidelines for all activities of the Student Senate, the President's Cabinet, and the Honor Council, and allocates funds to various student groups. Through the Student Government an individual student has the opportunity to fulfill the role of a voting citizen in a community of 1130 citizens, to help mold student opinion, to cooperate with the faculty in interpreting College traditions, to direct the Honor System, and to serve as a citizen in relation to a general governing body for many student co-curricular activities. The Constitution of the Student Government and the detailed regulations under which it operates are set forth in *The Eagle*, the Handbook for students.

## The Honor System

Personal honor, integrity, and faith in and respect for the word of another are the bases of the Bridgewater Honor System. The Code of Honor prohibits lying, cheating, and stealing. Violation of the Code by a student is a serious offense which can result in dismissal from Bridgewater. The Honor System is administered by an all-student Honor Council, under



the supervision of a faculty advisor. It is the goal of the Honor Council to assist in the development of students' ethical and moral base.

## Residence Life

Each Bridgewater student is encouraged to develop positive and wholesome patterns of study, work, worship, recreation, and the use of leisure time. It is anticipated that increasingly each should be able to manage his or her own behavior and that consideration of other persons' rights, regard for the common respectabilities and courtesies of adult behavior, and a desire to deepen and enrich one's own life will become central in his or her pattern of conduct.

Attendance at college is always a privilege, and not a right. Since students vary greatly in the levels of their maturity, it is desirable to indicate the expectations of the college relative to student citizenship.

The College encourages its students to refrain from possessing or using alcoholic beverages. Students who feel that alcohol must be a part of their college lives should not attend Bridgewater. It is important that the student understand that possession or use of alcoholic beverages on campus, or returning to campus in an intoxicated condition, may subject the student to disciplinary action.

Possession or use of illegal drugs by Bridgewater College students is forbidden and will subject the student to dismissal or other disciplinary action. Furthermore, violators will not be protected from legal action.

The College prohibits *gambling, hazing, harassment in any form, or the possession or handling of firearms and fireworks* in the residence halls and on the campus. The use of profanity is discouraged, and smoking is limited to the out-of-doors, and designated sections in residence halls.

Permission to keep a vehicle at college must be obtained at the Student Affairs Office during the time of official registration in the fall. One must register a vehicle within twenty-four hours of bringing it to the College. Temporary permits are also available in the event that a student needs to substitute another vehicle for the one registered. Failure to cooperate with the above principles may subject the student a fine or other disciplinary action.

If, at any time, the conduct of any student becomes detrimental to the work of other students and to the best interest of the College, the administration reserves the right to request the student withdraw from the college community. If and when a student is asked to withdraw, there is no refund of fees.

Students are responsible for the proper care of their rooms and furniture. Room inspections are made occasionally, and damages are charged to the occupants of the room. Damage to other college property by students is likewise chargeable to them.

Bridgewater students take responsibility for their own laundry. Coin-operated washers and dryers are available in the residence halls, and local laundries and cleaners are located within walking distance of the campus.

During the Thanksgiving, Christmas, and spring recesses the dining room closes and students are required to vacate their rooms. The first meal to be served after each vacation is the evening meal prior to the day of registration or the resumption of classes.

The faculty and administration believe that participation, engagement and incorporation into campus life are key elements to the holistic development of every student and integral to Bridgewater's liberal arts tradition of education. Because of this strong belief in the role of on-campus housing plays in the educational process, all full-time students are required to live in college housing except: (1) students living at home with their parents; (2) students who are married; and (3) students 24 years of age or older. Students are not required to live

on-campus during the summer sessions.

Sales representatives are not permitted to make solicitations in the dormitories except upon permission of the Administration. Students acting as sales representatives must secure permission from the Office of Student Affairs.

The College operates a snack shop on the campus to provide sandwiches and refreshments to students and faculty. No other group of students is permitted to sell refreshments on the campus without permission from the Office of Student Affairs.

## **Co-Curricular Activities**

Bridgewater College promotes appreciation of the fine arts by bringing to the campus touring theatrical companies, stage personalities, professional musicians, and noted lecturers. The Committee on Cultural Activities plans the Lyceum Series of cultural programs and presents a series of artistic foreign and domestic films.

Four endowments support symposiums in which noted lecturers are invited to the campus. These lectureships are in honor of Harold H. Hersch, Anna B. Mow, W. Harold Row, and Glen Weimer. Such persons as Paul J. Warnke, Chief United States representative in the SALT II negotiations with the Soviet Union; Gene Sharp, Director of the Program on Nonviolent Sanctions at Harvard University; Judith Kipper, specialist on Middle East Affairs and Resident Fellow of the Brookings Institute; Robert S. McNamara, former U.S. Secretary of Defense and former President of the World Bank; Dr. Oscar Arias Sanchez, Former President of Costa Rica and Nobel Peace Prize Recipient, and Maya Angelou, noted actress, poet, playwright, and author, are among the lecturers who have participated in the Endowed Lectureships Series.

Eagle Productions is the programming board that plans and implements student activities. The group seeks to provide a diverse and comprehensive program of activities for the whole campus as well as leadership development for its members. Eagle Productions is composed of six Committees and over forty members (including Freshmen). This group works with advisors to plan and implement a creative program of weekend events on campus. There are many special events planned such as Homecoming, Madrigal, May Day, and the Springfest Carnival. Every weekend regular activities include the coffeehouse series, concerts, movies, dances, late night activities, and more.

## **Convocations**

Convocations at Bridgewater College serve an integrative function in the general liberal arts educational program. This purpose reflects the desire of the College (a) to emphasize an interdisciplinary approach to issues in all academic fields, and (b) to explicate the interrelationship between culture and Christianity evident in Western civilization. Diverse media such as lectures, films, art, drama, and music are used to achieve those educational goals.

One convocation is held each week, and each student attends at least eight convocations per semester. For a student who meets the convocation attendance requirement, at the end of each semester a grade of S is entered on the student's permanent record; for a student who does not, a grade of U is entered.

The Convocation Committee, established to implement the program, is composed of representatives from the three major liberal arts divisions: arts and humanities, social sciences, and the natural sciences. In addition, the Committee includes the Vice President and Dean for Academic Affairs, the Dean of Students, and student members appointed by the Student Senate.

## **Athletics**

A strong believer in the old Greek adage of a sound mind in a strong body, Bridgewater encourages both men and women students to participate in sports by fostering challenging intramural and intercollegiate athletic programs. We believe that athletics contributes to the development of the whole person in many ways. The College believes that actually competing in sports is far more rewarding than being a spectator at sports events.

The intramural program includes badminton, basketball, flag football, racquetball, soccer, softball, tennis, track and field, and volleyball for both men and women. In intercollegiate sports, Bridgewater fields teams in baseball, basketball, football, golf, soccer, tennis, indoor and outdoor track, and cross-country for men. The women participate in basketball, cross-country, field hockey, tennis, lacrosse, soccer, softball, and volleyball. Cheerleading has developed into a robust activity featuring physical training and gymnastic-type students and is an opportunity for both men and women.

Bridgewater College holds membership in the National Collegiate Athletic Association and abides by all regulations set forth by this body. Bridgewater is also a member of the Old Dominion Athletic Conference.

## **Philosophy of Athletics**

The Athletic Program, the Health and Exercise Science Program, and the Intramural Program are integral parts of the academic curriculum of the College. The College adheres to the philosophy of athletic competition based upon the principles of amateurism and the fundamental standards of sportsmanship and fair play. The College has developed a twofold mission in the athletic program:

1. To place a priority on the academic progress of all students who participate in sports
2. To ensure that the physical well-being of the student athlete is always a priority during practice and actual competition

## **Theatre Activities**

The Pinion Players, assisted by other students on the campus interested in theatre, present two full-length plays and a theatre workshop each year in order to develop theatrical talent, to keep the College community acquainted with examples of contemporary and classical theatre, to suggest to students the vocational and avocational opportunities in the field of theatre, and to provide laboratory opportunities for students enrolled in acting and play production classes.

## **Debate**

Bridgewater College offers its students an opportunity to participate in intercollegiate debate. Each year College teams participate in a number of invitational tournaments, and over the years Bridgewater debaters have won top honors. First year debaters may compete in the novice division while the varsity division is open to all experienced debaters. The Debate Club is the sponsoring organization.

## **Music**

Bridgewater recognizes the importance of music, not only as a part of the curriculum of a liberal arts college, but also as a vital part of campus life. Students are encouraged to participate in the several musical organizations of the college.

From its founding, Bridgewater has been known as a "singing college." There are three choral groups. The Oratorio Choir is the large ensemble that rehearses during the fall semester and performs a major work during the advent season. The Concert Choir, a group of 45-50 students, performs on campus and tours extensively in the spring semester. The Chorale is

a group of 16 singers that performs on campus and tours at various times during the year to schools and churches.

Instrumental ensembles at Bridgewater include the Symphonic Band, the Jazz Band, the Pep Band, and small woodwind and brass ensembles. These bands and ensembles perform on campus both formal and informal concerts and tour at various times during the year.

Rich expressional activities, including frequent student recitals, parallel the courses in theory and applied music. Private instruction in piano, organ, voice, and instruments is available for students.

### **Publications**

Students write, edit, and publish a newspaper, *The Talon*, which highlights campus news and affords students opportunities to air publicly differences of opinion on controversial issues, College policies, and student government action. Students also publish a yearbook, the *Ripples*, which is usually distributed in May of each year. Both the newspaper and the yearbook have won honors in state and national competition.

*The Eagle*, a handbook for all students, contains the constitution and bylaws under which the Student Government operates, a register of the faculty, a register of student leaders, the school calendar, a list of student organizations, the words of the College song, and a summary of Bridgewater ideals and traditions. The College publishes annually the catalog, the *President's Report*, the quarterly *Bridgewater* alumni magazine, and two issues of the Bridgewater newsletter for parents of students and friends of the College.

The *Philomathean* is a journal of student papers, essays, short stories, poems, and visual art published each year by Bridgewater College. "Philomathean" means love of, or devotion to, learning; the *Philomathean* reflects this ideal by recognizing and honoring student creativity and scholarship. A student may submit work produced for a course or on his or her own initiative, or faculty members may recommend a student's work, to a faculty editorial board which selects the contributions to be included in the *Philomathean*.

### **Other Organizations**

The Psychology Club, Student Ambassador Association, Science Fiction Club, Student Service Board, The Temptations, Lambda Society, Alpha Chi, Alpha Psi Omega, Delta Sigma Rho-Tau Kapa Alpha, American Chemical Society, Phi Alpha Theta, Who's Who, Student Government, Honor Council, Brethren Student Fellowship, Campus Crusade for Christ, Catholic Campus Ministry, Family and Consumer Science Club, Pre-Law Club, Amnesty International, Black Student Congress, Conservation Club, Community Service Organization, Council for Exceptional Children, Crimson Clovers, Day Student Organization, Forensics Union, Habitat for Humanity, Mass Communications Organization, Mathematics Club, and the campus radio station WGMB are among other student organizations at Bridgewater.

### **Student Services**

#### **Freshman Orientation**

To help incoming students become familiar with the Bridgewater College community and campus, a two-phase orientation is conducted. The first phase occurs during the summer when students arrive to take placement tests that determine what courses they will enroll in during the fall semester. During Phase I Orientation, parents are oriented to the College's history, academic programs, athletic/intermural programs and co-curricular programs. During Phase II Orientation, which occurs when students arrive in the fall, they receive presentations and familiarization with all campus programs and activities. There are three



one-day sessions offered. Each new student is encouraged to attend one of the sessions. The Phase I and Phase II Orientations are directed by the Office of Student Affairs which is assisted by trained students. These are upperclassmen who have volunteered to assist the freshmen throughout their first year at Bridgewater.

### **Counseling and Guidance**

The Student Resource Center services provided by Bridgewater College encourage students to develop personally, socially and spiritually as well as academically throughout their college experience. These services provide students with tools and resources, which they can utilize for the rest of their lives. The staff in the Student Resource Center assist students in a variety of areas including personal and academic counseling, as well as supplying students with free tutors for any course. The College Chaplain is particularly helpful in the areas of pastoral and grief counseling as well as in dealing with normal, personal issues. In addition to the Student Resource Center staff and the Chaplain, the Vice President and Dean for Academic Affairs, the Dean of Students, the Director of Career Services, the College Nurse, the residence hall Directors and the entire teaching staff are involved in guidance and counseling at Bridgewater College.

Students are assigned a faculty advisor within the department in which they intend to major. Because the primary responsibility of a faculty advisor is to assist the student concerning course requirements, registration and academic regulations, personal counseling needs are usually referred to one of the appropriate staff members mentioned above. Freshman students are also assigned a PDP advisor, who serves as a guide throughout the first year of college.

### **Career Services**

Some students enter college having firmly decided on a vocation; many others enter knowing only in a general way what their vocational interests are. Specific suggestions about programs of study which aid students in the former group to attain their various professional goals follow. The latter students are reminded that one of the purposes of a liberal education is to introduce them to varied fields of knowledge, and so give them a sound basis on which to make a wide career choice. At Bridgewater, students who have not chosen a field in which to concentrate can secure expert counseling from the career services staff and from faculty advisors and department chairs.

The Office of Career Services works in cooperation with the faculty and the Alumni Office to provide optimum help to students. It provides personal interviews, testing, and small group sessions. In addition, the Career Services Center maintains an up-to-date library and information system to assist the student in his or her search toward a satisfying and productive career. The student is guided in (1) understanding of self, especially those factors of interests, abilities, and personal qualities that contribute to wise career choices, (2) knowledge of various occupations and levels of work, (3) awareness of long-range career options, and (4) developing interview and self-presentation skills.

The director of Career Services, faculty advisors, and Vice President and Dean for Academic Affairs assist students in securing admission to graduate and professional schools and in securing graduate fellowships and assistantships.

For students seeking employment immediately following graduation, and for recent graduates, the College operates a placement service. The Office of Career Services assists with networking and establishing links, lists job opportunities, arranges for on-campus interviews between seniors seeking positions and representatives of business, industry, and school systems, and supports student job applications with credentials.



## **Health Services**

Every effort is made by the College staff to promote the health and physical welfare of students through proper sanitation and cleanliness, safeguarding food supplies, and teaching wellness habits. The Council on Student Affairs cooperates with the College Nurse and Physicians to provide the best conditions possible for the physical welfare of students. A physical examination is required of all new students prior to registration. Vaccinations and inoculations against contagious diseases are required.

The infirmary is under the general supervision of the College Nurse, whose services are available to all students. In case of common illnesses, residential, commuting and part-time students receive the services of a college physician while he is on duty in the infirmary. Where treatments at other times or prescriptions are necessary, the student will be expected to pay the doctor or the pharmacist directly.

## **Horse Stables and Horseback Riding**

Bridgewater College provides and maintains a horse barn for the purpose of boarding students' horses. A boarding fee of \$65.00 per month provides a stall, a large pasture for riding, tack room, and a riding ring. Each student is expected to maintain his/her horse and stall.

Horseback riding lessons are available at Oak Manor Farm (at an additional cost), which is located in close proximity of the College. These classes can be taken for credit.

## **Religious Life and Services**

As a church-affiliated academic community, the College seeks to maintain a distinctively Christian atmosphere while respecting other religious traditions. As a learning community with Christian values, the College encourages each individual to develop a personal faith and to find a meaningful place in the world.

The College views religious activity as a natural and essential part of student life. Students are encouraged to actively pursue their faith development within a wholesome balance of learning, service, and leisure. Regular campus worship services, spiritual focus events, Bible studies, retreats, and service opportunities provide a variety of ways for individuals to express, explore, and deepen their spiritual life. Several religious fellowship groups, including the Baptist Student Union, Brethren Student Fellowship, Campus Crusade for Christ, Catholic Campus Minisry, Fellowship of Christian Athletes, and RIOT (Reaching In and Out Together) are active on campus and open to any who wish to participate. Catholic, Episcopal, Intervaristy, Jewish, Lutheran, Presbyterian, and United Methodist campus ministries are based at nearby James Madison University and welcome the participation of Bridgewater College students. The Student Council on Religious Activities (SCRA) is a council of elected students that plans and promotes spiritual growth and service opportunities for the entire campus community. The Campus Chapter of Habitat for Humanity provides opportunity for students to express their faith by building houses for people in need on weekends and through the Alternative Spring Break program.

## **Alumni Association**

The Alumni Association, organized June 6, 1899, seeks to strengthen the bond of loyalty between the alumni and their alma mater, fosters an esprit de corps of good fellowship among alumni, organizes local chapters, arranges a class reunion every five years for each class, and helps promote the growth and development of the College.

The Alumni Association is governed by its elected officers and a board of directors composed of 29 members. The Director of Alumni Relations, as the chief executive of the association, directs all alumni relations and activities and helps organize and maintain chapters throughout the nation.

All graduates and students who have completed at least twelve semester hours of credit at Bridgewater College are eligible for membership in the Alumni Association. Those who have graduated or earned transferable credit at Bridgewater or from the former Blue Ridge or Daleville Colleges, prior to 1966, are members of the association. Faculty, staff, trustees, and those awarded honorary degrees are honorary members of the association. The association charges no dues but all members are urged to make annual contributions to the alumni fund. These yearly contributions keep the alumni in good standing and their memberships active.

## FINANCIAL INFORMATION

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To be considered full-time, a student must be registered for a minimum of 12 credits during a semester. The fee schedule that follows, unless otherwise noted, assumes a full-time enrollment of at least 12 but not more than 18 credits per semester.

The comprehensive fee assessed to all students includes tuition and the following mandatory fees: registration, student activities, library, medical, accident insurance, student services and technology. The inclusive fee for resident students includes room and board.

The accident insurance policy covers all full-time students and the cost is covered in the inclusive fee. Coverage includes medical insurance expenses resulting from accidental bodily injury of up to \$2000 of covered expenses per accident. Claims are paid as stipulated regardless of where the student is located at the time of the accident. This insurance is written for a twelve-month period. All injuries must be reported to the Business Office before any claim can be satisfied.

### Fees for the 2000 - 2001 Session:

#### Full-Time Students

Resident Student	Per Year
Comprehensive Fee, including Tuition	\$14,970
Room and Board	<u>6,970</u>
<b>Total Residential Fee</b>	<b>\$21,940</b>
 Non-Resident Student	
Comprehensive Fee, including Tuition	<u>\$14,970</u>
<b>Total Non-Residential Fee</b>	<b>\$14,970</b>

#### Payment Dates

Payments are due according to the following schedule:

Semester	Resident Student	Non-Resident Student	Due Date
Fall	\$10,970	\$7,485	August 14, 2000
Spring	<u>10,970</u>	<u>7,485</u>	January 5, 2001
<b>Totals</b>	<b>\$21,940</b>	<b>\$14,970</b>	

#### Late Payments

Any account past due for ten days or more will be assessed a \$75 late charge. After thirty days, past-due accounts are subject to additional penalties not to exceed 12% per annum. Students may not complete class registration until satisfactory arrangements have been made with the Business Office for payment of all fees. The College neither gives final examinations, grants a degree nor issues grade report forms or transcripts of credits for students with delinquent accounts.

## Reservation Deposits

Full-time students must confirm their intention to enroll by making a reservation deposit. The reservation deposit in the amount of \$200 is applied to the Fall Semester charges for the upcoming year. For new students, it is due thirty days after admission and is nonrefundable after May 1. Students admitted after May 1 must make a deposit within ten days after admission. For returning students, the reservation deposit is due on March 1 and is nonrefundable. Returning students who fail to make the deposit on time pay a penalty of \$25 and may not complete a preliminary registration, select classes, or reserve a room until the deposit and the penalty have been paid.

## Interterm

Interterm is part of the academic year and basic Interterm fees are included in the semester billings. No refund for tuition, room or board will be given to students not attending Interterm. There may be additional charges to students enrolled in Interterm courses involving travel, off-campus housing or other expenses. For students enrolled for less than a full academic year, basic Interterm fees will be assessed on a pro-rated basis. Please contact the Business Office for additional information if you will be attending Interterm but will not be enrolled for the Fall and/or Spring semesters.

## Part-Time Students

A part-time student (one who is registered for fewer than 12 credits in a semester and who resides off campus) pays \$400 per credit plus a Registration Fee of \$30 per semester. Payment must be made at the time of official registration. A part-time student is not eligible to receive scholarship aid or to reside on campus.

### Special Fees

Overload per credit .....	\$ 200
Audit Fee per credit .....	150
Interterm Audit Fee .....	30
Art Studio Fee .....	35
Supervised Teaching Fee (per week).....	10
Graduation Fee .....	60
Application Fee (paid only once; not refundable) .....	30
Late Registration Fee .....	25
Returned Check Fee .....	20
Transcript (first copy free).....	2
Room with connecting bath per semester (women only) .....	40
Room in Wakeman Hall or Geisert Hall per semester.....	75
Room in Blue Ridge Hall per semester.....	50
Private room fee per semester (if available) .....	500
Dormitory Key Replacement.....	25
Car Registration:	
Resident Student.....	15
Non-resident student .....	10
Identification Card Replacement .....	25
Placement Credentials (first copy free) .....	2

Laboratory fee for each Physics, Chemistry, Biology and Earth Sciences course.....	\$30
Laboratory fee for GEC 105, Wellness.....	25

### Deposits

Dormitory and Room Key Contingency Fee .....	\$100
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Damage to dormitory buildings and furniture is charged to this deposit. The dormitory and room key deposit is made at the time the student first enrolls, and it is retained by the College until the student either graduates or withdraws. Returning students cover assessments that have been made against the deposit by bringing it back to the level of \$100 at the time of each fall registration. Failure on the part of the student to complete the dorm checkout process properly at the end of each academic year will cause the deposit to be forfeited. Any unused portion of the deposit will be refunded at graduation or upon withdrawal from the College after checkout is complete.

### Private Music Instruction

Private instruction fees are in addition to tuition and overload charges.

Piano, Pipe Organ, Voice, and Wind Instruments:	Per Semester
One lesson per week .....	\$245
Two lessons (same instrument) per week .....	490

### Variable Expenses

Each student pays for his or her own laundry, personal expenses and books. Books cost approximately \$740 per year and may be purchased by cash, check or credit card from the College Bookstore. (Please note that students are not permitted to charge books to their student accounts).

### Withdrawal from College

To withdraw from Bridgewater College at any time during the academic year, a student must first confer with the Dean for Enrollment Management who will furnish the student with a form requiring the signatures of appropriate college personnel. *A student who fails to withdraw properly will forfeit his or her dormitory and room key deposit, will receive failing grades in all currently enrolled courses and may be ineligible for refunds as described below.*

### Refunds

The College must contract for its faculty and other educational services well in advance. For this reason, only limited refunds can be made when a student withdraws from the College. Advance deposits are not refunded in any instance.

In the event of *approved withdrawal for health reasons*, a refund of tuition and fees is provided according to the following schedule. **Confidential written documentation** in support of a medical withdrawal must be provided by a physician or other certified medical practitioner to the Vice President and Dean for Academic Affairs, in order for this schedule to apply:

#### Withdrawal Due to Health Reasons

During the first two weeks of the semester	80%
During the third or fourth weeks	50%
During the fifth or sixth weeks	20%
After the sixth week	No Refund



In the event of ***approved withdrawal for personal reasons*** a refund of tuition and fees is provided according to the following schedule:

#### Withdrawal Due to Personal Reasons

During the first two weeks of the semester	50%
During the third or fourth weeks	25%
After the fourth week	No Refund

The financial aid of a student who withdraws from the College for any reason will be reduced in accordance with mandatory Federal guidelines. All questions concerning refund amounts should be addressed to the Business Office.

#### **Methods of Payment**

The inclusive fee for each semester and fees for all part-time students are due according to the schedule on page 41. All financial aid administered by the College is applied to the students' accounts at the rate of one-half for each of the Fall and Spring semesters. Work study earnings are paid by check on a monthly basis.

Payments may be made by check or money orders. The College does not accept credit card payments. People who prefer to pay the Inclusive Fee in equal monthly installments rather than the payment schedule as shown on page 41, may choose to enroll in the payment plan offered by Academic Management Services (AMS):

AMS

One AMS Place

P. O. Box 100

Swansea, MA 02777

(800)635-0120

<http://www.amsweb.com>

Information concerning this plan will be mailed to all students during the Spring.

#### **Alumni Learning Tuition Program**

Bridgewater College has introduced the Alumni Learning Tuition Program for Bridgewater College graduates wishing to further their education. Graduates may register for Bridgewater College classes at 50% of the current undergraduate tuition rate, provided that:

- They have completed a degree program through Bridgewater College.
- They are pursuing either professional certification or a second major.
- Classroom space is available after giving first priority to current undergraduates.
- Class size requirements are met.
- They do not have an outstanding balance with Bridgewater College.

Returning graduates will be assigned an advisor who will help them develop an academic plan according to their goals.

# FINANCIAL ASSISTANCE

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Recognizing that college costs are of legitimate concern to many students, Bridgewater College utilizes some of its own resources and administers resources provided by other agencies to provide a substantial and varied program of financial aid.

Recipients of scholarships and financial aid are informed at the earliest possible date after the receipt of necessary applications and required information. However, no student is awarded financial aid until after admission to the College. Aid recipients are required to maintain records of satisfactory academic achievement and satisfactory personal conduct.

## **Federal Government Financial Aid**

Both returning and new students are required to submit the Free Application for Federal Student Aid (FAFSA) for 2000-2001 academic year no sooner than January 1, 2000 and the priority deadline is March 1, 2000. Applications submitted after March 1 will be processed as long as funds are available. The FAFSA is also the approved application for need-based institutional and state financial aid programs. The Financial Aid Office begins releasing aid packages to prospective students after March 15 on a rolling basis. Current students receive their aid packages after June 15.

Listed below are brief descriptions of the Title IV federal aid programs for students who are citizens or permanent residents of the United States. Full-time status for financial aid regulations is the enrollment in a minimum of 12 credits in each semester while half-time status is enrollment for 6 - 11 credits. Selected federal programs can be awarded to students enrolled on a part-time basis. The analysis of the FAFSA determines eligibility for Title IV aid programs. All students are subject to satisfactory academic progress standards in order to maintain eligibility for participation. Entering freshmen and transfers are considered to be making satisfactory academic progress based upon their admission. However, after that point, satisfactory academic progress is measured according to the information listed on page 45. The Financial Aid Office staff is available to answer questions about the issue of satisfactory academic progress for financial aid.

## **Title IV Federal Aid Programs**

1. ***Federal Perkins Loan*** - Students with exceptional financial need may borrow up to \$4,000 per year and up to \$20,000 for undergraduate degree. Repayment begins nine months after a student drops below half-time status. The interest is five percent. Based upon total funds borrowed, the repayment period has a limit of ten years.
2. ***Federal Pell Grant*** - Authorized under the Higher Education Amendments of 1972, eligible undergraduate students received a grant ranging from \$400 to \$3,125 in the 1999-2000 academic year. Eligibility is tied to the Expected Family Contribution (EFC) which is determined by the analysis of the FAFSA.
3. ***Federal Supplemental Educational Opportunity Grant*** - Under the Higher Education Act of 1965 and subsequent amendments, grant funds are available for the neediest students as determined by the EFC. Pell Grant recipients have first priority for these funds. Awards may range from \$100 to \$4,000.
4. ***Federal Work-Study Program*** - A number of job opportunities are filled by needy students who meet the provisions of the federally subsidized employment program. Employment is performed under conditions established by federal aid regulations with compensation at minimum wage level. Student payroll is run on a monthly basis.

5. **Federal Stafford Loan** - If the analysis of the FAFSA determines that financial need exists, the student is eligible for a Subsidized Stafford Loan. If no financial need exists the student is eligible for an Unsubsidized Stafford Loan. The distinction between these categories is in regards to payment of interest while the student is enrolled on at least a half-time basis.

For a Subsidized Stafford Loan, the lender receives interest payments for the United States Government. For an unsubsidized Stafford Loan, the student borrower must make interest payments while in school or have payments capitalized. Annual loan limits are \$2,625 for freshmen, \$3,500 for sophomores, and \$5,500 for juniors and seniors. Students are eligible to have their loan limits met through Subsidized, Unsubsidized or a combination of the two loan types. Students must reapply with a FAFSA for each year that a loan is requested in order to determine the type of loan for that academic year. Calculated yearly, the variable interest rate will never exceed eight and one-quarter percent.

6. **Federal Parent Loan to Undergraduate Students** - This program is designed to assist parents in borrowing money to pay for undergraduate educational expenses. To be eligible for a PLUS loan the parent must be credit worthy. The maximum loan is the educational cost of attendance budget less financial aid awarded. Repayment begins within 60 days of final disbursement. Calculated yearly, the variable interest rate will never exceed nine percent.

## Satisfactory Academic Progress

To be eligible for federal aid and need-based institutional awards you must maintain satisfactory academic progress. For students who entered Bridgewater College prior to the fall of 2000, satisfactory academic progress is defined in the table below. If you do not meet the minimum requirements set forth, you may make an appeal for aid. The Financial Aid Committee rules on all satisfactory progress appeals.

Enrollment	Credits Earned	Classification	Year End GPA
End of Year 1	21	Freshman	1.600
End of Year 2	45	Sophomore	1.700
End of Year 3	72	Junior	1.800
End of Year 4	99	Senior	2.000

Students who enter Bridgewater College in the fall of 2000 or after must meet the following standards for satisfactory academic progress:

Enrollment	Credits Earned	Classification	Year End GPA
End of Year 1	24	Freshman	1.600
End of Year 2	48	Sophomore	1.800
End of Year 3	72	Junior	2.000
End of Year 4	96	Senior	2.000

## Federal Aid Refund Policy

While Bridgewater College has institutional guidelines for refunds, federal aid recipients are subject to a second refund policy using federal guidelines. Then, the actual refund is based upon upon the calculation which provided the largest amount. Aid programs such as

Federal Stafford Loan, Federal PLUS Loan, Federal Perkins Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, and Federal Work Study are forms of financial assistance which mandate the second calculation. Within the federal guidelines, there are formulas based upon enrollment as a first-time student compared to a student who has previously been enrolled at Bridgewater College. Ultimately, the refund process will provide adjustments to financial aid previously credited to the student's account. A student must begin the withdrawal process by requesting a conference with the Dean for Enrollment Management. Any questions concerning refund calculations should be addressed to the Financial Aid Director. All questions concerning final status of account balance should be addressed to the Vice President for Finance.

### **Academic Scholarships**

1. **President's Merit ACE Awards** - full-tuition grants are awarded to selected incoming freshmen who rank in the top 5% of their graduating classes. Recipients are chosen based upon academic achievement and standardized test scores. Annual renewal requires a minimum year-end GPA of 3.0 for a maximum total of four years.
2. **The McKinney Scholarships** - full-tuition grants awarded to incoming freshmen who are graduates of public high schools in Carroll County, Maryland, and rank in the top five places of their respective graduating classes. Annual renewal requires a minimum year-end GPA of 3.0 for a maximum total of four years.
3. **McKinney ACE10+ Scholarships** - grants equivalent to 60% of tuition awarded to incoming freshmen who (a) rank in the top 5% of their high school graduating classes or (b) rank in the top 10% of their high school graduating classes *and* reside in Carroll, Frederick, or Baltimore Counties in Maryland. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
4. **Lantz ACE10+ Scholarships** - grants equivalent to 60% of tuition awarded to incoming freshmen ranking in the top 10% of their graduating classes who attend the Linville Creek Church of the Brethren or are graduates of Broadway High School. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
5. **McKinney ACE 10 Scholarships** - grants equivalent to 60% of tuition awarded to (a) incoming freshmen who rank in the top 5% of their high school graduating classes or ranking in the top 10% of their high school graduating classes and reside in Carroll, Frederick, or Baltimore Counties in Maryland and (b) incoming transfers with a minimum of 12 transferable credits and a minimum, cumulative college GPA of 3.8.
6. **McKinney ACE 20 Scholarships** - grants equivalent to one-third of tuition awarded to (a) incoming freshmen who rank between the 11th and 20th percentiles in their high school graduating classes and (b) incoming transfers with a minimum of 12 transferable credits and a minimum, cumulative college GPA of 3.2. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
7. **McKinney ACE 30 Scholarships** - grants equivalent to one-fourth of tuition awarded to (a) incoming freshmen who rank between the 21st and 30th percentiles in their high school graduating classes and (b) incoming transfers with a minimum of 12 transferable credits and a minimum, cumulative college GPA of 3.0. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
8. **SAT/ACT Grants** - scholarships equivalent to 20% of tuition awarded to incoming freshmen and transfers who are ineligible for ACE scholarships but have scored a minimum SAT of 1140 or ACT sum of 100. Transfers must have a minimum, cumulative college GPA of 2.5. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
9. **Scholastic Aptitude Grants** - Two thousand dollar grants awarded to incoming freshmen and transfers who are ineligible for ACE scholarships but have scored between 1050 and 1130 on the SAT, Annual renewal requires a minimum year-end GPA of 2.0 for a

maximum total of four years.

### **Institutional Grants**

1. **Challenge Grants** - \$2000 grants awarded to incoming freshmen and transfers who will be resident students and (a) apply for admission by March 1, (b) submit the FAFSA by March 1, (c) have no financial need according to the federal analysis, and (d) are ineligible to receive other institutional grants (i.e., Academic Scholarships, Church of the Brethren, Ethnic Diversity, Post-Graduate, Private Secondary, Spoerlein Grants). Late applicants may be eligible to receive initial \$1000 grants. All Challenge Grant recipients are eligible for \$2000 in each subsequent year, provided they continue to meet the initial year requirements as well as paying the reservation deposit by April 1 and having a minimum year-end GPA of 2.0.
2. **Church of the Brethren Grants** - grants awarded to incoming freshmen and transfers who are members of the Church of the Brethren. The amount of the award is dependent upon housing status, with a resident student receiving \$2500 and a commuter receiving \$1500. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum of four years.
3. **Ethnic Diversity Grants** - \$2000 grants awarded to incoming freshmen and transfers of non-Caucasian ethnic classification. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
4. **Family Grants** - Beginning with the Class of 2002, whenever more than one sibling is enrolled full-time and resides in Bridgewater College campus housing, a total of \$1000 will be distributed among the siblings. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
5. **General Grants** - variable need-based grants of up to \$8500 awarded to students who demonstrate financial need as determined by the federal analysis. To apply, students must submit the Free Application for Federal Student Aid (FAFSA).
6. **Post-Graduate Grants** - \$2000 grants awarded to incoming freshmen who have completed a full year of post-graduate studies, rank in the top 50% of the class, and have a minimum 2.5 GPA in the post-graduate curriculum. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
7. **Private Secondary School Grants** - \$2000 grants awarded to incoming freshmen who graduated from private high schools. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.
8. **Spoerlein Grants** - a limited number of \$2000 grants awarded to incoming freshmen from Maryland ranking in the top 50% of their graduating classes but ineligible for President's Merit, McKinney or McKinney ACE10+ Awards. Annual renewal requires a minimum year-end GPA of 2.0 for a maximum total of four years.

### **Special Interests**

1. **Foreign Student Scholarship** - The college offers a limited number each year to students from foreign countries.
2. **50-50 Plan** - Persons who are 50 years of age and older may enroll for credit with a scholarship equal to 50 percent of the tuition.
3. **Special Audit Program** - Persons who are 65 years of age and older or 60 years of age and retired, may audit courses on a "space available" basis for a special audit fee of \$25, which includes the registration fee.

### **Commonwealth of Virginia Financial Aid**

1. **Virginia Tuition Assistance Grant** - The amount of a Virginia Tuition Assistance Grant, dependent upon a level of funding by the Virginia General Assembly, is independent of the financial status of the student and his or her family. During the 1999 - 2000 academic session



the maximum value of this grant is \$2,700. To be eligible, the student must be a legal resident or domiciliary of Virginia and must be enrolled in at least 12 credits of work in each semester. The deadline to apply is July 31, and application forms are available from the Financial Aid Office.

**2. College Scholarship Assistance Program** - To be eligible for this grant, a Virginia resident must demonstrate financial need which is greater than fifty percent of educational costs. Bridgewater College selects the recipients from its pool of eligible applicants. The minimum award amount is \$400 and the maximum is \$4,000.

### **Named Scholarships**

The money for scholarships comes from gifts by interested alumni and friends, from churches, and from the income of endowed funds. The list of named scholarship funds follows:

Anonymous Donor — Organ Scholarship  
Augusta County Scholarship  
Bruce James Bandle Memorial Scholarship Fund  
Bertha Negley Bergum Scholarship Fund  
J. Ralph Bonsack Scholarship Fund  
Anna Mary Bopst Shaw and Irma Bopst Bonsack Scholarship  
Berkley O. and Edith Fry Bowman Endowment  
Glenn C. Bowman Endowed Scholarship Fund  
Samuel Joseph and Sue Virginia Bowman Endowed Scholarship  
Warren D. and Olive Smith Bowman Memorial Scholarship Fund  
Bridgewater College Alumni Association Scholarship Fund  
William L. Brown Scholarship Fund — Biological Sciences  
Mary Coffman Bryant, and her son, Warren Lynn Bryant Endowed Scholarship Fund  
Charles Henry and Linnie Louise Miller Buckle Endowed Scholarship Fund  
L. Daniel and Louise Roller Burtner Endowed Scholarship Fund  
Harry F. Byrd, Jr. Scholarship Fund  
A. Joseph and Orpha H. Caricofe Endowed Scholarship Fund  
Anna B. Caricofe Scholarship Fund  
Christian Experience Summer Scholarship Fund (O. P. Williams Fund, S. A. Harley Memorial, E. D. Flory Memorial, Lester D. Hoover Memorial)  
Class of 1950 Scholarship Fund  
Richard A. Claybrook, Jr. Endowed Scholarship Fund  
David and Effie Cline Scholarship Fund  
Margie Ann Conner Scholarship Fund — Choral and Keyboard Music  
Horace V. and Mary M. Cox Scholarship Fund  
Warren, Robert and Laura Craun Scholarship Fund  
Eston Leon Crickenberger Endowed Scholarship Fund  
J. B. and Betty D. Dillon Educational Fund  
W. Burton Dillon Scholarship Fund  
John L. Driver Memorial Scholarship Fund  
W. E. Driver Scholarship Fund  
Howard G. Dull Endowed Scholarship Fund  
J. Alfred and Ada E. Duncan Scholarship Fund  
Jesse Ball duPont Scholarship Fund — Christian Service  
John W. and Lurene M. Durna Endowed Scholarship Fund  
W. Harry and Anna T. Edmonson Memorial Scholarship Fund  
Eller Memorial Endowed Scholarship Fund

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Jessie Mae Conner Eller Memorial Fund  
 Lester S. and Edna Mae Evans Memorial Scholarship Fund  
 Farmers Insurance Group of Companies Scholarship  
 Mary Margaret Showalter Fifer and Charles Frederick Fifer Memorial Fund  
 John William Fike Endowed Scholarship Fund  
 G. Wayne Flora Memorial Scholarship Fund  
 D.C. Flory Memorial Scholarship Fund  
 Dorothy Bumgardner Fogle Endowed Scholarship Fund  
 F. Bruce Forward, Jr. Scholarship Fund  
 Luther Charles Fultz Memorial Scholarship Fund  
 Harold L. and Isabelle Fisher Garber Endowed Scholarship Fund  
 Robert B. and Edith A. Garber Endowed Scholarship Fund  
 John E., Sr. and Mary Miller Glick Endowed Scholarship Fund  
 John T., Effie Evers, and Paul Emerson Glick Memorial Scholarship Fund  
 Simon D. and Ruth L. Glick Scholarship Fund  
 Alvin T. and Macie M. Harmon Endowed Scholarship Fund  
 H. L. Harris Endowed Scholarship Fund  
 Guy N. and Edna W. Hartman Scholarship Fund  
 Maurice K. and Gray R. Henry Scholarship Fund  
 J. W. Hines Scholarship Fund  
 John R. and Melissa M. Hipps Family Heritage Scholarship Fund  
 Warren W. Hobbie Scholarship Fund  
 David LaVerne and Miriam M. Holl Memorial Scholarship Fund  
 Jacob A. and Kittie Danner Hoover Scholarship Fund  
 John H. and Annie Rebecca Flory Hoover Memorial Scholarship Fund  
 Aaron M. Horst Scholarship Fund  
 S. Ruth Howe Endowed Scholarship Fund  
 Robert L. Hueston Endowed Scholarship Fund  
 Nelson T. Huffman Bridgewater Rotary Endowed Scholarship Fund  
 Nelson T. Huffman Music Scholarship Fund  
 Henry C. and Margaret H. Ikenberry Endowed Scholarship Fund  
 John William Sr. and Ida Barnhart Ikenberry Scholarship Fund  
 Rufus Bucher King and Wanda Hoover King Endowed Scholarship Fund  
 Wanda Hoover King Endowed Scholarship Fund in Family and Consumer Sciences  
 Donald Lester Kline Memorial Fund  
 John M. Kline, Jr. Family Memorial Music Scholarship Fund  
 Paul M. and Betty H. Kline Art Purchase and Endowed Scholarship Fund  
 Wilmer M. and Nora Harley Kline International Scholarship Endowment  
 Charles D. and Vergie C. Lantz Endowed Scholarship Fund  
 S. Floyd and Minnie Laughrun Scholarship  
 Edgar Leer Scholarship Fund  
 The Reverend Paul Samuel Lewis and Helen Blevins Lewis Endowed Scholarship Fund  
 I. S. and Effie V. Long, Madeleine Long Arthur Scholarship Fund  
 Edward Lukens Scholarship Fund  
 Russell E. and Mary Zigler Mason Endowed Scholarship Fund  
 Lee and Ida Hinegardner May Memorial Scholarship Fund  
 W. Holmes and Reefa Hoover McGuffin Memorial Scholarship  
 Robert M. and Mary E. McKinney Endowment Fund  
 Miller-Michael Music Scholarship  
 A. D. and Emma Grace Miller Educational Fund  
 David R. and S. Frances Wampler Miller Memorial Scholarship Fund

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George W. Miller Family Scholarship Fund  
 Herman B. and Frances M. Miller Endowed Scholarship Fund  
 Lawrance S. and Carmen C. Miller Endowed Scholarship Fund  
 Lula A. Miller Endowed Scholarship Fund  
 Minor C. and Agnes Shipman Miller Memorial Scholarship Fund  
 Russell and Cleo Driver Miller Endowed Scholarship Fund  
 Naomi Louise Mills Memorial Scholarship Fund  
 S. Earl and Vera W. Mitchell Endowed Scholarship Fund  
 Kathryn Leigh Moore Memorial Fund  
 P. Buckley Moss Special Education Scholarship Fund  
 Mt. Hermon Church of the Brethren Scholarship Fund  
 James A. Mumper Endowed Scholarship Fund  
 Abner H. and Eunice Naff Myers Endowed Scholarship  
 John C. Myers Memorial Scholarship  
 Mark Early Myers, Sr. and Dorothy Miller Myers Scholarship Fund  
 Minor Myers Ministerial Scholarship Fund  
 Richard D. Obenshain Memorial Fund—Public Service  
 Jasper H. and Edna Wampler Pence Scholarship Fund  
 Karen Lee “Pixie” Perdue Scholarship Fund  
 Esther Mae Wilson Petcher Memorial Scholarship  
 G. W. and Edith Petcher Memorial Fund  
 Merlin K. Peterson and Mary K. Simmons Memorial Scholarship  
 Pleasant Hill Church of the Brethren Scholarship Fund  
 Muriel A. Raum Scholarship Fund  
 William S. and Betty M. Ray Endowed Scholarship Fund  
 Charles E. and Anna M. Resser Memorial Scholarship Fund  
 David L. Rogers Scholarship Fund  
 Ethel Amelia Roop Endowed Scholarship Fund  
 Earnie J. and Viola Rowe Scholarship Fund  
 H. Edgar and Mary E. Royer Memorial Scholarship Fund  
 Helen Early Ruby Endowed Scholarship Fund  
 Homer N. and Bertha Miller Sackett Memorial Scholarship Fund  
 Roger E. Sappington Memorial Scholarship Fund  
 Scherrfig (Sherfey) Family, J. Arthur Allison and Dora Clark Allison Endowed Scholarship Fund  
 Dora V. Schmidt Memorial Scholarship  
 Joseph Elmer Seehorn and Bessie Diehl Seehorn Memorial Scholarship Fund  
 Norman A. and Anna Bowman Seese Endowed Scholarship Fund  
 Harry W. and Ina Mason Shank Peace Studies Endowment  
 Paul W. Shiflet Endowed Scholarship Fund  
 Levi S. Shively Memorial Scholarship in Mathematics  
 Victoria Weybright Shoemaker Endowed Scholarship  
 Shull-Huffman Music Scholarship Fund  
 Loren S. and Miriam Blough Simpson Endowed Scholarship Fund  
 David G. and Margie Messick Smith Endowed Scholarship Fund  
 Mabel Glick Smith Endowed Scholarship Fund  
 Mary Hoover Smith Scholarship Fund  
 Perry Franklin Spitzer and Emma Mabel Baldwin Spitzer Memorial Scholarship Fund  
 Randall, Anna Snader and Gretchen Pittinger Spoerlein Endowed Scholarship  
 Ruth Weybright Stauffer Organ Scholarship Fund  
 Wesley Edward Straub Memorial Scholarship Fund

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Virginia Garber Cole Strickler Memorial Fund  
Millard G. and Rebecca Swartz Wilson Memorial Scholarship Fund  
Jacob Thomas Family Endowed Scholarship  
Thomas R. Thornley Music Scholarship Fund  
Orland "Jack" Wages Bridgewater Rotary Scholarship Fund  
Benjamin O. and Crystal Driver Wakeman Scholarship Fund  
Charles W. Wampler, Sr. Scholarship Fund  
Frederick J. and Ernest M. Wampler Family Scholarship Fund  
John B. Wampler Endowed Scholarship Fund  
Edna Judy Weaver Scholarship Fund  
M. Guy and Naomi Miller West Endowed Scholarship  
Ethel Thomas Whitehair and Rowland Whitehair Endowment  
Lettie Pate Whitehead Scholarship  
The Faith, Muriel, Carlyle and Alfred Whitelaw Family Endowed Scholarship Fund  
N. Paige Will and Ann Crist Will Scholarships  
Elby C. and Evelyn Roller Wilson Endowed Scholarship Fund  
Gloria Bohn Wilson Endowed Scholarship Fund  
John Eugene Wine Endowed Scholarship Fund  
William E. and Margaret K. Wine Endowed Scholarship Fund  
Emily Miller Wise Endowed Scholarship Fund  
Edgar N. and Odessa Roberson Wright Memorial Scholarship Fund

# COURSES OF INSTRUCTION

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Freshmen courses are numbered 100-199; sophomore courses 200-299; and junior and senior courses 300-500. Course numbers and descriptions listed herein apply to the 2000 - 2001 academic year.

Within each course title is a department abbreviation and course number followed by a number and one or more letters. The number designates the number of credits granted for the course, and the letters indicate when the course is offered: F stands for Fall Semester, I for January Interterm and S for Spring Semester. The College reserves the right to alter the schedule of courses as circumstances dictate.

Except for Internships, Independent Studies, Research, Honors Projects, Interdisciplinary Studies and foundational General Education courses, the courses of instruction are organized by departments. Opportunities for qualified students to engage in Internships, Independent Studies, Research, and Honors Projects are available in each department.

## **INTERDISCIPLINARY AND INDEPENDENT STUDIES PERSONAL DEVELOPMENT PORTFOLIO**

The Personal Development Portfolio Program is a unique program designed by Bridgewater College to enable the development of graduates as whole persons. PDP challenges each student to develop academic skills for success through the selection of courses, majors, organizations, and projects. Advisors assist students to set goals for a lifetime, document growth, and develop specific practical skills which will insure futures in graduate schools and careers. Personal development is addressed in the eight dimensions of Academics, Citizenship, Cultural Awareness, Ethical Development, Esthetics, Leadership, Social Skills, and Wellness.

PDP 150 is a one-hour course. Activities largely involve small group work in a classroom setting. All sections use the same syllabus and all students complete the same requirements for a grade. Both faculty and students, however, have considerable flexibility in the selection of specific classroom activities, discussion topics, and in the selection of activities which meet out-of-class requirements.

PDP 250, 350, and 450 are advising programs which include specific requirements and therefore grant academic credit of one hour each. Students are assigned to faculty members in their major department through the department chairperson in consultation with the registrar. Unless the student changes his or her major, this advisor will remain the student's advisor/mentor for the remainder of the student's tenure at Bridgewater College, thus insuring a continuity of advising. Departments and faculty interact with student advisees to insure that all academic requirements for graduation are met and to facilitate their students' development in the areas/dimensions introduced in PDP 150.

The personal essay including personal goals is written and revised annually. A minimum of ten hours of service learning is expected each year, and the attendance at convocations, lyceums, and lectures is strongly encouraged and integrated with the PDP program. Departments also plan functions specifically for their majors as well as others. Satisfactory completion of PDP 450 is required for graduation of all students.



**PDP 150                      Personal Development Portfolio                      1 Credit per year                      F, S**

The goals of this course are to introduce students to the mission of Bridgewater College, to improve the transition to college, and aid personal development in such areas as academic achievement, ethical and cultural awareness, health issues, citizenship, and leadership. Other goals such as choosing a major, developing good academic skills (time management, study skills, goal setting), and becoming active in campus affairs are also stressed. The first written personal essay is required.

**PDP 250                      Personal Development Portfolio                      1 Credit per year                      F, S**

The goal of PDP 250 is to establish the relationship of the student with an advisor/mentor in the field of major study. With personal interviews the advisor aids the student to set goals for the future and for the year. Becoming involved in organizations, considering positions of leadership, and completing at least one activity in each of the personal dimensions is encouraged.

**PDP 350                      Personal Development Portfolio                      1 Credit per year                      F, S**

PDP 350 encourages a student to accomplish activities in each of the personal dimensions, some of which demonstrate leadership development. A relationship should be established with the Career Counseling Center. Students may be encouraged to begin planning internships and practical experiences. Practice of interviewing skills and the first written résumé may be required.

**PDP 450                      Personal Development Portfolio                      1 Credit per year                      F, S**

PDP 450 is required for graduation of all students. The contents of a student's portfolio are completed, possibly including personal essay, letters of recommendation, reports of internships and practical experiences, examples of academic research and writing, documentation of service learning, a résumé, and a sample cover letter. During the senior year a student defends his or her individual development in each of the personal dimensions, likely in an oral presentation or interview. Departments determine the method of examination in their specific programs.

**IDS 201                      Foundation of Leadership                      3 Credits                      I**

Intended to be a foundation for further development of the students' knowledge and skills in leadership. It introduces the student to the skills necessary for practicing competent, ethical leadership, provide a background in the literature in the field, and through assigned class work, provide opportunities for the practice of leadership skills.

**IDS 311, 312                      Leadership Skills I, II                      1 Credit Each                      F, S**

This course is designed to provide the students with background information and practice opportunities for skills of leadership such as team building, goal setting, interpersonal communication, decision making, conflict resolution, and the like. Different sets of skills will be developed in Leadership Skills I and Leadership Skills II.

*Prerequisite: Sophomore standing.*

**480                      Internship                      3 Credits                      F, I, S**

The internship program provides an opportunity for a student to gain field experience in an area related to the student's concentration or career goals. Supervision of an intern is provided by an appropriate faculty member and by a staff member of the agency or business in which the student is an intern. A student who wishes to engage in an internship must consult with the appropriate faculty member at least eight weeks in advance of the start of the term in which the internship is to be done. A description of the internship, signed by the

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student and the faculty sponsor, must be filed with the Director of Internships at least 20 days prior to the start of the internship. Approval of each application for an internship is made by the Director of Internships based upon policies and guidelines as approved by the Council on Education and the faculty. To be considered for an internship, a student must have junior or senior status and at least a 2.00 quality point average. Internships are graded on an S or U basis. A student may enroll in an internship program for three credits per semester, and internship credit may be earned in subsequent semesters subject to the limitations that no more than two internships may be pursued in any one agency or business and a maximum of nine credits in internships may be applied toward graduation.

**490; 491                      Independent Study/Research                      3 Credits                      F, I, S**

Upon approval of the Department and the Vice President and Dean for Academic Affairs, a student with a cumulative quality point average of 2.20 or better may engage in an independent study or research project. One desiring to pursue independent study or research must submit a written description of the proposed work to the chairperson of the appropriate department and to the Vice President and Dean for Academic Affairs at least twenty days prior to the beginning of the semester in which the study is to be conducted. All independent studies and research projects must be approved by the Council on Education prior to the beginning of the semester. At the end of the semester, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished. Credit may be received for not more than three independent studies or research projects.

**500                      Honors Project                      3 Credits                      F, I, S**

An Honors Project is one in which a student researches a subject, by examination of relevant literature or by experimentation or both; the student reports the results in an accurately documented and well-written paper or appropriate representation of the work. Whenever the study deals with the subject of an established course, the student is expected go well beyond the usual work of the course in research and in assimilation of the results as revealed in the report. Juniors and seniors with a cumulative quality point average of 3.20 or above may register for an Honors Project. One desiring to pursue an Honors Project must submit a written description of his or her proposed work to the chairperson of the appropriate department and to the Vice President and Dean for Academic Affairs at least 20 days prior to the beginning of the semester in which the study is to be conducted. All Honors Projects must be approved by the Council on Education prior to the beginning of the semester. At the conclusion of the Honors Project, the supervising professor files with the Registrar a grade for the student and a description of the work accomplished, and with the Library Director a copy of the written paper or appropriate representation of the work. It is the student's responsibility to provide the materials for the library in compliance with specifications approved by the Council on Education. The Library Director arranges for binding and storage.

**Honors Program** - please see page 22.

## ART

The Art Department offers introductory and advanced courses in the theory and practice of the visual arts including traditional fine arts studios in drawing, painting, photography, and sculpture and innovative approaches to ceramics, visual design, and printmaking. Expect individual attention and opportunities to work in close collaboration with faculty and other students. Both major and minor courses of study are outlined below. Additionally, all students, regardless of their major concentration, are welcome in art courses, which complement other fields of study.

Work in studio courses is hands-on. Concepts and skills are mastered by applying them to the actual fabrication of work in the studio. While the critical skills necessary to conceive and evaluate work are developed, experimentation and personal expression are encouraged. Written assignments and research, supporting the practical work in the studio, are required in all art classes. Field trips, visiting artists, and demonstrations are incorporated into classes whenever possible.

Art history courses trace and analyze the record of the visual arts from prehistory to the present. The study of art history combines the methodologies of history with the physical and aesthetic qualities of painting, sculpture, and architecture. The study of art history provides a fundamental foundation of ideas and images for art majors. For all students art history is an excellent means of considering history and society from a visual and cultural perspective.

### **REQUIREMENTS FOR A MAJOR IN ART** (Total 42 Semester Hours)

**FOUNDATION COURSES.** All foundation level courses (a total of twenty-four semester hours) should be completed by the end of the first semester of the junior year.

ART 115	Introduction to Sculpture	3 Credits	S
ART 120	Introduction to Visual Design	3 Credits	F
ART 130	Introduction to Drawing and Composition	3 Credits	F
ART 135	Introduction to Painting and Color Composition	3 Credits	S
ART 200	Survey of Art History (prehistory to 1400)	3 Credits	F
ART 201	Survey of Art History (1400 to present)	3 Credits	S
ART 230	Advanced Drawing and Composition	3 Credits	F
ART 300	Twentieth Century Art	3 Credits	F

**STUDIO ELECTIVES.** Two courses are required for a minimum of six hours of elective studio credits above the foundation level. (Prerequisites for all of the listed courses are ART 120 and 130 or permission of the department, and for sculpture courses ART 115 or permission of the department is also required).

ART 210	Hand Built Ceramics I	3 Credits	S
ART 211	Wheel Thrown Ceramics I	3 Credits	F
ART 215	Kinetic Sculpture	3 Credits	I
ART 216	Metal Sculpture	3 Credits	I
ART 217	Wood Sculpture	3 Credits	F
ART 240	Introduction to Printmaking	3 Credits	S
ART 310	Hand Built Ceramics II	3 Credits	S

ART 311	Wheel Thrown Ceramics II	3 Credits	F
ART 335	Advanced Painting	3 Credits	S
ART 345	Introduction to Photography	3 Credits	F, S
ART 470	Special Topics	3 Credits	F, S

**ART HISTORY ELECTIVES.** One course is required for a minimum of three semester hours of three or four hundred level art history.

ART 304	Art and Culture of the Italian Renaissance	3 Credits	F
ART 305	Museums and Galleries	3 Credits	I

**SENIOR LEVEL REQUIREMENTS.** A minimum of six hours of Studio Concentration in one area and the Senior Seminar and Thesis, which is scheduled for the Spring semester of the senior year, are required for graduation. (Prerequisites are second semester junior status or permission of the department.)

ART 450, 451 or ART 455, 456 ART 460	Three-Dimensional Concentration Studio  Two-Dimensional Concentration Studio Senior Seminar and Thesis	3 Credits  3 Credits 3 Credits	F, S  F, S S
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## REQUIREMENTS FOR A MINOR IN ART (Total 24 Semester Hours)

ART 120	Introduction to Visual Design	3 Credits	F
ART 130	Introduction to Drawing and Composition	3 Credits	F
ART 115 or ART 210 ART 135	Introduction to Sculpture  Hand Built Ceramics I Introduction to Painting and Color Composition	3 Credits  3 Credits 3 Credits	S  S S
ART 200	Survey of Art History (Prehistory to 1400)	3 Credits	F
ART 201	Survey of Art History (1400 to the Present)	3 Credits	S
ART 450 or ART 455	Three-Dimensional Concentration Studio  Two-Dimensional Concentration Studio	3 Credits  3 Credits	F, S  F, S
One additional art course at the 200 level or above		3 Credits	F, S
ART 115	Introduction to Sculpture (Replaces ART 321, 322)	3 Credits	S

A basic course exploring the processes of making 3-D forms. Emphasis is on the qualities of various materials including wood, clay, plaster, and metals and on the development of visual ideas in 3-D. This course is required for majors and minors. It is also an excellent choice for students who enjoy hands-on work with tools and materials.

<b>ART 120</b>	<b>Introduction to Visual Design</b> (Replaces ART 111, 112)	<b>3 Credits</b>	<b>F</b>
A project oriented course that explores the principles and elements of 2-D and 3-D design as they are used in both fine and applied art fields. Emphasis is on visual problem solving and making connections between aesthetic principles and practical applications in everyday life. This course is a foundation requirement for all majors and minors and is strongly recommended for all students interested in the visual arts or in other fields rely upon visual communication, such as domestic and industrial design, advertising, publishing, television production, and computer graphics.			
<b>ART 130</b>	<b>Introduction to Drawing and Composition</b> (Replaces ART 211)	<b>3 Credits</b>	<b>F</b>
An exploration of the skills and concepts of representational drawing and of the use of these elements in effective and expressive compositions. This is a course required for art majors and minors and is highly recommended for all students with interests in the visual arts or in the enhancement of visual awareness, particularly for those studying fields like biology and archeology which utilize drawings as documentation and architecture, graphic design, and film making which rely on drawing to generate visual ideas.			
<b>ART 135</b>	<b>Introduction to Painting and Color Composition</b> (Replaces ART 311, 312)	<b>3 Credits</b>	<b>S</b>
An introduction to the materials and techniques of painting and the concepts of color theory. This course is a requirement for art majors and is highly recommended for all other students with an interest in the visual arts. For students who are not art majors some experience in drawing, painting, or photography is recommended but not required.			
<b>ART 200</b>	<b>Survey of Art History (Prehistory to 1400)</b> (Replaces ART 231)	<b>3 Credits</b>	<b>F</b>
An overview of the history of art from the mysterious cave paintings and carvings of the Paleolithic to the towering structures of Gothic cathedrals. This course is a requirement for art majors and is very highly recommended to other students as a visual approach to the study of history and society. <i>General Education: Development of Western Culture, Ancient/ Medieval.</i>			
<b>ART 201</b>	<b>Survey of Art History (1400 to the present)</b> (Replaces ART 232)	<b>3 Credits</b>	<b>S</b>
An overview of the history of art from the Renaissance to the present. This course is a requirement for art majors and is very highly recommended for other students as a visual approach to the study of history and society. <i>General Education: Development of Western Culture, Renaissance/Early Modern or Contemporary.</i>			



<b>ART 205</b>	<b>Introduction to the Visual Arts</b> (Replaces ART 245)	<b>3 Credits</b>	<b>I</b>
A critical introduction to painting, sculpture, and architecture, designed to enhance understanding and appreciation of the visual arts. Class presentations and discussions are supported by trips to museums and galleries. <i>General Education: Development of Western Culture.</i>			
<b>ART 210</b>	<b>Hand Built Ceramics I</b> (Replaces ART 350)	<b>3 Credits</b>	<b>S</b>
An introduction to clay as a creative material for making function and sculptural 3-D forms using various techniques including coils, slabs, and press molds. Emphasis will be placed on surface exploration, firing techniques, and on evaluating the aesthetic qualities of hand built forms. This course is a major elective for art majors and is highly recommended for all other students as an excellent introduction to studio work.			
<b>ART 211</b>	<b>Wheel Thrown Ceramics I</b> (Replaces ART 351)	<b>3 Credits</b>	<b>S</b>
An introduction to the potter's wheel as tool in the production of both functional and sculptural clay forms. In addition to turning forms on the wheel, students will learn glazing and firing techniques. This course is a major elective for art majors. It is highly recommended for other students as an excellent introduction to studio work. <i>Prerequisite for art majors: ART 120.</i>			
<b>ART 215</b>	<b>Kinetic Sculpture</b>	<b>3 Credits</b>	<b>I</b>
An introductory hands-on course in making works of art that move. Projects include flip books, mobiles, and sculpture propelled by motors, wind, and water. A major elective for art majors, this course is a wonderful introduction to the skills, concepts, and imaginative aspects of making visual art, and is recommended for ART 211 students. <i>Prerequisite for majors: ART 120 or permission of the department.</i>			
<b>ART 216</b>	<b>Metal Sculpture</b> (Replaces ART 214)	<b>3 Credits</b>	<b>I</b>
An intermediate level sculpture course utilizing a variety of metals in both traditional and contemporary fabrication methods to produce sculpture. Emphasis on problem solving, design elements, and personal expression. <i>Prerequisite: ART 115 or permission of the department.</i>			
<b>ART 217</b>	<b>Wood Sculpture</b>	<b>3 Credits</b>	<b>F</b>
An intermediate course utilizing both contemporary and traditional fabrication methods in various woods to produce sculptural forms. Emphasis on problem solving, design elements, and personal expression. <i>Prerequisite: ART 115 or permission of the department.</i>			
<b>ART 230</b>	<b>Advanced Drawing and Composition</b> (Replaces ART 401, 402)	<b>3 Credits</b>	<b>F</b>
A continuation of Art 130 with emphasis on developing expressive and stylistic points of view and discovering new combinations of drawing media. <i>Prerequisite: ART 130.</i>			

<b>ART 240</b>	<b>Introduction to Printmaking</b> (Replaces ART 218)	<b>3 Credits</b>	<b>S</b>
An introduction to the processes and materials of basic relief printmaking, including lino cuts, wood blocks, and collographs as well as monoprints. This course is an major elective for art majors and is very highly recommended for anyone interested in the visual arts but unsure of their drawing skills, as the emphasis is on the techniques of designing and printing multiple images.			
<i>Prerequisite for art majors: ART 120 or permission of the department.</i>			
<b>ART 300</b>	<b>Twentieth Century Art</b> (Replaces ART 430)	<b>3 Credits</b>	<b>F</b>
An in-depth consideration of the art of the twentieth century.			
<i>General Education: Development of Western Culture.</i>			
<b>ART 304</b>	<b>Art and Culture of the Italian Renaissance</b>	<b>3 Credits</b>	<b>F</b>
A study of painting, sculpture, and architecture in Italy from 1300 to 1600. Tracing the development of Renaissance styles and sensibilities from late Gothic to Mannerism, the course considers Renaissance art in contexts of studio practice, place, purpose, and societal conventions -- who made it, how it was made, where it was made, for whom it was made, how it was used, and how it was understood.			
<i>Prerequisite: Art 201 or History 102 or English 205</i>			
<i>General Education: Development of Western Culture, Renaissance and Early Modern.</i>			
<b>ART 305</b>	<b>Museums and Galleries</b> (Replaces ART 331)	<b>3 Credits</b>	<b>I</b>
A critical consideration of how the fine arts are supported and presented in museum and gallery settings. The history of the modern museum and gallery system will be explored. Students will be challenged to develop strategies for using these modern institutions for enlightenment and pleasure. Trips to museums and galleries are included.			
<i>General Education: Development of Western Culture, Contemporary.</i>			
<b>ART 310</b>	<b>Hand Built Ceramics II</b>	<b>3 Credits</b>	<b>S</b>
A continuation of Art 210, investigating traditional uses of hand building techniques, exploring personal experimentation and expression. Emphasis is on the production of a series of forms which are variations on a central theme, along with instruction in advanced materials science and firing techniques.			
<i>Prerequisite: ART 210 or permission of the department.</i>			
<b>ART 311</b>	<b>Wheel Thrown Ceramics II</b>	<b>3 Credits</b>	<b>S</b>
A continuation of Art 211, building more advanced forms including multiples, large-scale pieces, and sculptural forms. Emphasis is on personal experimentation and expression though aesthetic forms and advanced instruction in material science and surface techniques.			
<i>Prerequisite: ART 211 or permission of the department.</i>			
<b>ART 335</b>	<b>Advanced Painting</b> (Replaces ART 411, 412)	<b>3 Credits</b>	<b>S</b>
A continuation of ART 135. Advanced work in various painting media.			
<i>Prerequisite: ART 135 or permission of the department.</i>			

<b>ART 345</b>	<b>Introduction to Photography</b> (Replaces ART 213)	<b>3 Credits</b>	<b>S</b>
<p>An introduction to 35mm camera techniques, black and white films, printing papers, and photo chemical processes. The compositional concepts of previsualization and image selection will be explored. Prerequisite for majors is Art 120. This course is a major elective for art majors. It is highly recommended for students in any field where photographic expression or documentation is a factor.</p> <p><i>Prerequisite: ART 120 or permission of the department.</i></p>			
<b>ART 450, 451</b>	<b>Three-Dimensional Concentration</b>	<b>3 Credits each</b>	<b>F, S</b>
<p>Advanced independent studio work under the direction of a specific faculty member with weekly group critiques and instruction as necessary.</p> <p><i>Prerequisite: Senior standing or permission of the department.</i></p>			
<b>ART 455, 456</b>	<b>Two-Dimensional Concentration</b>	<b>3 Credits each</b>	<b>F, S</b>
<p>Advanced independent studio work under the direction of a specific faculty member with weekly group critiques and instruction as necessary.</p> <p><i>Prerequisite: Senior standing or permission of the department.</i></p>			
<b>ART 460</b>	<b>Senior Seminar and Thesis</b>	<b>3 Credits</b>	<b>S</b>
<p>Preparation for senior thesis exhibition, including the design, installation, a written Artist's Statement, and documentation of the exhibition. Each senior is required to present his/her exhibition in a formal gallery critique and to defend the work, the Artist's Statement, and his/her verbal presentation. For art majors this course is a requirement for graduation.</p> <p><i>Prerequisite: Senior standing.</i></p>			
<b>ART 470</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, S</b>
<p>Independent studio work as defined in a formal contract between the student and an art faculty member. The contract will set specific goals and parameters including the amount and kind of production required and dates for work sessions and critiques. Semester grades will be determined by a final critique with the entire department faculty. Permission of the department and a contract satisfactory to both the student and the supervising faculty member are required.</p> <p><i>Prerequisite: Permission of department.</i></p>			
<b>ART 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ART 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ART 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ART 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **BIOLOGY**

A major in Biology consists of a minimum of 32 credits of course work within the department including 207, 208, 309, 311, 325, 350, and 430. Supporting courses for the major are CHEM 161, 162, and MATH 120 and 130.

A major in Medical Technology requires a student to complete three years of study at Bridgewater College and a twelve-month program in a school or department of medical technology. In the three-year curriculum at Bridgewater College, the student must earn a minimum of 91 credits with a cumulative quality point average of 2.00, fulfill the general education requirements of the College, and earn an average of 2.00 in the following courses: BIOL 207, 208, 314, 325, 400, and 410; CHEM 162, 163, 305, 306; and MATH 120 and 130. In the fourth year of the program, the student must complete the prescribed program in a school of medical technology which is accredited by the National Accrediting Agency for Clinical Laboratory Sciences, and earn at least the equivalent of 32 semester credits with a 2.00 quality point average.

A minor in Biology consists of BIOL 207, 208, 309, 325 and 350. Supporting courses required for the minor are the same as those required for the major.

**BIOL 100                      The Nature of the Biological World                      4 Credits                      F, S**  
Basic life processes, the organization of life, and of life at the subcellular, cellular, organismal, and community levels. A course designed for the non-science major. Three lectures and one laboratory per week.

*General Education: The Natural Environment.*

**BIOL 205                      The Biology of Horses                      3 Credits                      I**  
An introduction to morphology, physiology, genetics, and reproductive biology, using the horse as the object of study. Elements of applied animal behavior, breed variations, nutrition, disease pathology, and livestock management will be illustrated during the field trips, which will include visits to the Maryland-Virginia Regional College of Veterinary Medicine, the Virginia Equine Research Center, the Eastern Regional Veterinary Pathology Laboratory, and selected horse breeding farms in central and western Virginia.

**BIOL 207                      Organisms I                      4 Credits                      F**  
(BIOL 207 and 208 replace BIOL 201, 202 and 203)  
A survey of the biodiversity of the Monera, Fungi and Plant Kingdoms, as well as an introduction to cellular biology: structure, function, chemistry, DNA, genetics and metabolism. Three lectures and one laboratory per week.

*General Education: The Natural Environment*

**BIOL 208                      Organisms II                      4 Credits                      S**  
(BIOL 207 and 208 replace BIOL 201, 202 and 203)  
A survey of the biodiversity of the Protist and Animal Kingdoms, as well as an introduction to ecology and evolution. Three lectures and one laboratory per week.

*Prerequisite: BIOL 207 or permission of the instructor.*

**BIOL 216                      Human Genetics                      3 Credits                      I**  
Application of genetics to the human population including familial genetics, cytogenetics, population genetics, medical genetics, genetic counseling, and pedigree analysis.

*Prerequisite: BIOL 100.*

- BIOL 217      Introduction to Forestry      3 Credits      I**  
**and Wildlife Management**  
Principles and practices involved in managing timberlands and wildlife populations. Site visits help provide an orientation to conservation careers.  
*Prerequisite: BIOL 100 or permission of the instructor.*
- BIOL 220      Wildlife of Virginia      3 Credits      I**  
Biology, systematics, and natural history of wildlife species native to the Central Appalachians. Emphasis on birds and mammals having historical, economic, aesthetic, and/or recreational value.  
*Prerequisite: BIOL 100 or permission of the instructor.*
- BIOL 230      Environmental Science: Sustaining      3 Credits      I**  
**the Earth**  
Basic concepts of environmental science including human impact on the natural world and potential solutions to the major environmental challenges facing individuals and societies.  
*Prerequisite: High school or college chemistry or consent of instructor.*
- BIOL 305      Introduction to Human Anatomy      3 Credits      F**  
Introduction to the structure and function of the human body, emphasizing the skeletal, muscular, circulatory, nervous, and digestive systems. Lecture focuses on topics of physiology/function, histology, and development and their relation to anatomical structure, while the lab focuses on descriptive anatomy. Two lectures and one laboratory per week.  
*Prerequisite: BIOL 100 or 208.*
- BIOL 306      Human Reproduction and Development      3 Credits      F**  
Biology of reproduction in the human including aspects of anatomy, physiology, endocrinology, and behavior as they relate to puberty, sexuality, fertilization, embryonic and fetal development, and parturition. The side issues of birth control, sexually transmitted disease, abortion, and menopause will be examined as social and biological issues. Students may not receive credit in both BIOL 306 and BIOL 415.
- BIOL 309      Genetics      4 Credits      F**  
**(Replaces BIOL 341)**  
A balanced approach (classical and molecular) to the study of all aspects of heredity. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 207 or 208.*
- BIOL 310      Histology      3 Credits      I**  
A systematic treatment of the microscopic structure of tissues and organs surveying the major organ systems of the body with a focus on cellular anatomy and physiology.  
*Prerequisite: BIOL 208; BIOL 305 is recommended.*
- BIOL 311      General Physiology      3 Credits      F**  
An introduction to the basic physical and chemical functions necessary for animal life. Topics covered include basic physiological functions (membrane physiology, enzyme function, action potential generation/propagation, muscle contraction) and complex physiological activities (osmoregulation and water balance, thermoregulation, metabolism, neurophysiology, neural and endocrine control of organ systems and behavior) in both invertebrate and vertebrate animals. Three lectures per week.  
*Prerequisite: BIOL 208.*
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- BIOL 314      Human Physiology      4 Credits      S**  
 Introduction to the physiology of the human body including physiology of enzymes and membranes, tissue physiology (nervous, muscular, bone), and a detailed survey of the physiology of the major organ systems. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 208; BIOL 305 is recommended.*
- BIOL 318      Biology of the Insects      4 Credits      F**  
 Introduction to entomology, emphasizing the biology of insects along with their positive and negative interactions with humans. Field and laboratory studies stress insect systematics, life cycles, natural history, adaptive physiology, and parasitic relationships. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 208 or permission of instructor.*
- BIOL 325      Molecular Biology of the Cell      4 Credits      S**  
 The molecular basis of cell structure and function. Topics include: the chemistry, architecture, and analysis of macromolecules, overview of thermodynamics and metabolism, enzymology, genetic processes and controls, recombinant DNA technology, and cell signaling mechanisms. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 207 or 208 or permission of the instructor.*
- BIOL 350      Ecology      4 Credits      F**  
 An analysis of the distribution and abundance of organisms, population growth and regulation, species interactions, as well as community and ecosystem processes. Three lectures and one laboratory per week.  
*Prerequisite: BIOL 207 and 208 or permission of the instructor.*
- BIOL 352      Ecology of the African Savanna      3 Credits      I**  
 An introduction to ecological processes. The African Savanna ecosystem is used as a model of a well integrated ecological community structured by biotic interactions such as competition and predator prey relationships. Other topics include physical geography, seasonality, primary production, trophic structure (food chain), and the evolution of community structure. Fourteen days are spent off-campus to travel to Kenya, spending about 10 days on the African Savanna observing wildlife in their natural habitat: wildebeest, zebra, gazelles, elephants, and lions.
- BIOL 353      Tropical Ecology in Costa Rica      3 Credits      I**  
 Introduction to the principles of ecology as they operate in the new world tropics. Sites in Costa Rica include dry forest, montane, cloud forest, and low land rain forests.
- BIOL 380      Biology of the Volcanic-Coral Islands      3 Credits      I**  
 The history, flora, and fauna of Bermuda and its surrounding waters. The first week is spent on the Bridgewater campus where instruction on island communities is given, and students are introduced to snorkeling. The last two weeks are spent in residence at the Bermuda Biological Station for research, St. George's, Bermuda. During this interval students become conversant in the natural history of the islands and with pertinent research now taking place in marine biology. Lectures are given by staff members of the station and by government officials.

**BIOL 400      Microbiology      4 Credits      S**

An introductory survey of microbiology with an emphasis on bacteriology. The lecture component covers the structure, nutrition, metabolism, and genetics of microbes, medical microbiology, microbial ecology, and industrial microbiology. The laboratory component includes microscopy, culture techniques, media, staining, identification of unknown bacteria, and fieldstrips to local industries. Two lectures and two laboratories per week.

*Prerequisite: BIOL 207 or permission of instructor.*

**BIOL 408      Advanced Biotechnology      3 Credits      I**

A laboratory course for students going on to graduate school, professional schools, or industry. Students plan and carry out a research project employing one or more of the following techniques: electrophoresis, nucleic acid hybridization, restriction mapping, cloning, polymerase chain reaction, DNA sequencing, spectrophotometric assays, and the purification and analysis of proteins.

*Prerequisites: BIOL 309 and 325.*

**BIOL 410      Immunology      4 Credits      S**

Development of immune responses through humoral and cell-mediated mechanisms transplantation and tumor immunology, hypersensitivity reactions, autoimmunity, and serology. Three lectures and one laboratory per week.

*Prerequisite: BIOL 325 or permission of the instructor.*

**BIOL 412      Comparative Vertebrate Anatomy      4 Credits      S**

Comparative study of the major organ systems of vertebrate animals. Lecture examines topics such as the origin and adaptive evolution of vertebrate anatomy and the systematic relationships between vertebrate groups. The lab provides a detailed examination of vertebrate anatomy. Two lectures and two labs per week.

*Prerequisite: BIOL 208.*

**BIOL 415      Biology of Reproduction  
and Development      4 Credits      F**

The developmental process from gametogenesis and fertilization through the fetal stages and parturition. Principles of embryology, stressing biochemical, physiological, and genetic influences on differentiation of cells and tissues. Laboratories include descriptive study and experimental manipulation of invertebrate and vertebrate embryos.

*Prerequisites: BIOL 208 and 314; Co-requisite: BIOL 309.*

**BIOL 420      The Spring Flora      4 Credits      S**

Principles of botanical systematics with an intensive study of the spring flora of the Shenandoah Valley and neighboring areas. Extensive field work is included. Three lectures and one laboratory per week.

*Prerequisite: BIOL 100.*

**BIOL 425      The Summer Flora      4 Credits      S**

A survey of vascular flora of the Shenandoah Valley and the adjoining mountain ranges.

*Prerequisite: BIOL 100.*

**BIOL 430      Evolution      3 Credits      S**

Organic evolution: its historical development, as well as the processes of variation, natural selection, and speciation and the origin of life. Three lectures per week.

*Prerequisite: Biology 309.*

<b>BIOL 460</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, I, S</b>
Studies from the areas of physiology, genetics, ecology, plant systematics, plant anatomy or plant physiology, and invertebrate zoology or entomology.			
<i>Prerequisite: Permission of the department.</i>			
<i>Offered on demand.</i>			
<b>BIOL 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BIOL 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BIOL 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BIOL 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **CHEMISTRY**

A major in Chemistry consists of Chemistry 161, 162, 305, 306, 308, 341, 342, 351, 352, 440, 451, 452, and three additional hours at the 400 level. Supporting courses for the major are Physics 221, 222 and Mathematics 131 and 132. Biology 207 and 208 are strongly recommended. Students wishing to pursue further study in Chemistry are encouraged to take additional courses in Biology, Physics, Mathematics, Computer Science, and Foreign Language (preferably German or French).

A major in Physical Science consists of Chemistry 161, 162; Mathematics 131 and 132, 231, 232; Physics 221, 222, 308, 460; and six additional courses numbered 300 or above chosen from the Departments of Chemistry and Physics. This major is designed primarily for pre-engineering students and cannot be taken as a dual major with a major in chemistry or a major in physics.

A minor in Chemistry consists of Chemistry 161, 162, 305, 306, 308, 351 and six (6) credits in Chemistry numbered 340 and above; Physics 221, 222; Mathematics 131 and 132.

The Department of Chemistry offers three courses that satisfy Bridgewater College's general education requirement for Physical Science. Chemistry 102, Earth and its Physical Resources, is for the student majoring in a non-science area. Chemistry 125, Fundamentals of Inorganic Chemistry, is for the health science and nutrition majors. Chemistry 161, General Chemistry, is for the science majors. Majors in any non-science department take and can benefit from Chemistry 125 or 161.

Math 110 is a prerequisite or co-requisite for any courses numbered 120 or above.

**CHEM 102      The Earth and its Physical Resources      4 Credits      S**  
History of the earth's changes and its present structure, the availability of resources for human's uses, and the effects of pollution. Four hours of lecture and one laboratory per week.

*General Education: The Natural Environment.*

**CHEM 107      Energy and the Environment      3 Credits      I**  
(Replaces CHEM 175)

Benefits and problems associated with various methods of energy generation. Field trips are included to the North Anna Nuclear Power Plant, to a hydroelectric pump storage station, to a hydroelectric power generating station, and to a coal-fired electric power station.

*Prerequisite: MATH 110.*

**CHEM 112      Science and Pseudoscience      3 Credits      I**  
Examination of rational and skeptical thinking as applied to scientific and pseudoscientific phenomena. Explorations of such topics as unidentified flying objects, the Bermuda Triangle, and "Chariots of the Gods" are given, via lectures by the instructor and individual student presentations.

**CHEM 120      Fundamentals of Environmental Chemistry      3 Credits      I**  
This courses offers an introduction to the chemical basis of environmental issues. Water, atmospheric, and soil chemistry will be addressed. Topics covered will include water pollution, acid rain, the ozone layer, the greenhouse effect, and the pollution of heavy metals and pesticides. The course will consist of lectures, field trips, and a laboratory.





- CHEM 351,352 Chemical Techniques I, II** **2 Credits each** **F, S**  
(Replaces CHEM 311, 312, 313)  
Chemical literature and basic methods used in compound identification and purification. Each student will complete at least one multi-week project with each faculty member of the department. One hour of lecture and a minimum of seven hours of laboratory per week.  
*Prerequisite: CHEM 308; CHEM 351 is required for CHEM 352.*
- CHEM 405 Biochemistry** **3 Credits** **F**  
Chemistry and metabolism of carbohydrates, proteins, lipids, nucleic acids, enzymes, vitamins, and minerals. Three hours of lecture per week.  
*Prerequisites: CHEM 306 and BIOL 325.*
- CHEM 430 Advanced Organic Chemistry** **3 Credits** **S**  
Molecular orbital theory, reaction kinetics, and organic name reactions. Three hours of lecture per week.  
*Prerequisite: CHEM 308 and MATH 132.*  
*Alternate years; offered 2000-2001.*
- CHEM 440 Advanced Inorganic Chemistry** **3 Credits** **S**  
Physical properties, electronic structure, and reactivity of transition metal compounds. Three hours of lecture per week.  
*Prerequisite: CHEM 306 and MATH 132.*  
*Alternate years; offered 2001 - 2002.*
- CHEM 441 Quantitative Analysis** **4 Credits** **F, S**  
Theories and practice of analytical separations and determinations. The laboratory work involves gravimetric, volumetric, and elementary instrumental analyses. Two hours of lecture and six hours of laboratory per week.  
*Prerequisite: CHEM 308.*  
*Offered on demand.*
- CHEM 443 Advanced Physical Chemistry** **3 Credits** **F**  
(Replaces CHEM 303)  
Atomic structure and chemical bonding, based on applications of Schroedinger's Equation to structures of chemical interest. Three hours of lecture per week.  
*Prerequisites: CHEM 342 or permission of the instructor.*  
*Alternate years; offered 2000-2001.*
- CHEM 445 Instrumental Analysis** **3 Credits** **S**  
Survey of classes of instruments which are used in analysis of chemical systems. In particular, spectroscopy, chromatography, and electrochemistry will be studied.  
*Prerequisite: CHEM 305.*  
*Alternate years; offered 2000-2001.*
- CHEM 450 Special Topics** **F, S**  
Devoted to a subject taken from a field of chemistry not otherwise covered in the curriculum. If a different topic is offered, the course may be repeated for credit.  
*Prerequisite: Permission of instructor.*

<b>CHEM 451, 452</b>	<b>Advanced Chemical Techniques I, II</b> (Replaces CHEM 411, 412, 413)	<b>2 Credits each</b>	<b>F, S</b>
Continuation of Chemistry 351, 352. Instrumental analysis including spectroscopy, spectrometry, chromatography, and electrochemistry. One hour of lecture and a minimum of seven hours of laboratory work per week. <i>Prerequisite: CHEM 352. CHEM 451 is required for CHEM 452.</i>			
<b>CHEM 461</b>	<b>Independent Laboratory Research</b>	<b>1 Credit</b>	
A open-ended laboratory research project with a member of the Chemistry faculty. A minimum of five hours of laboratory work per week. <i>Prerequisite: Permission of the instructor. May be repeated as necessary for credit.</i>			
<b>CHEM 462</b>	<b>Independent Laboratory Research</b>	<b>2 Credits</b>	
A open-ended laboratory research project with a member of the Chemistry faculty. A minimum of ten hours of laboratory work per week. <i>Prerequisite: Permission of the instructor. May be repeated as necessary for credit.</i>			
<b>CHEM 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CHEM 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CHEM 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CHEM 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **GEORGE S. ALDHIZER II**

### **DEPARTMENT OF ECONOMICS AND BUSINESS**

The George S. Aldhizer II Department of Economics and Business offers majors in Economics, Business Administration and concentrations in Accounting, Finance, International Commerce, Managerial Economics, Management Information Systems and Organization Management. The business program is nationally accredited by the Association of Collegiate Business Schools and Programs (ACBSP) for the awarding of B.A. and B.S. degrees with majors in business administration.

A major in Economics consists of Economics 200, 210, 400, 410, 460 and 12 additional credits in Economics numbered 300 or above; Business 201 and 202; and Mathematics 129 and 200. Students who plan to pursue further study in Economics are strongly urged to take Mathematics 120, 131 and 132 and, in addition, should consider taking Mathematics 231, 232 and 330. Not more than three credits from Economics 480, 490, 491, and 500 may be applied to the major requirements.

A major in Business Administration consists of Business 200, 201, 202, 310, 320, 330, 340, 350, and 478; Economics 200 and 210; six additional credits in Business or Economics numbered 300 or above; and Mathematics 129 and 200; and Computer Information Systems 103 or a passing score on the VFIC Technology Certification Examination (Tek. Xam). Credits for Business 480 or Economics 480, 490, 491, or 500 may not be applied to the major requirements.

A minor in Economics consists of Economics 200, 210, 400, 410, and six additional credits in Economics numbered 300 or above; Mathematics 120 and 130, or Mathematics 129 and 200. Credits from Economics 480, 490, 491, or 500 may not be applied to the minor requirements.

A minor in Business Administration consists of Business 200, 201, and 202; Economics 200 and 210; six additional credits in Business numbered 300 or above; and Mathematics 129 and 200. Credits from Business 480, 490, 491, or 500 may not be applied to the minor requirements.

A concentration in Accounting consists of 18 credits including Business 371, 372, 380, 385, 400, and 405. Nine credits from this concentration may be applied to the major requirements in Business Administration. This concentration allows a Business Administration major to acquire significant additional depth in accounting, and satisfactory completion provides the academic qualifications for the Uniform Certified Public Accountant Examination in Virginia.

A concentration in Finance consists of 18 credits including Business 371, 372, 430, 438; and Economics 300 and 440. Nine credits from this concentration may be applied to the major requirements in Business Administration. This concentration allows a Business Administration major to acquire additional depth in finance.

A concentration in International Commerce consists of 24 credits including Business 465; Economics 430 and 440; Political Science 370 and 440; Sociology 325; three credits from History 410, 420, 430, and 440; and three credits from Religion 340, 350, Sociology 235, 306, 309, French 410, German 410, Spanish 410. A competency in a modern foreign language through the 202 intermediate level is required. Nine credits from this concentration may be applied to the major requirements in Business Administration. This concentration allows a Business Administration major to acquire additional depth in the area of international commerce. A language minor and participation in a one-semester cross-cultural experience is recommended. Students participating in the BCA program or another approved international experience may transfer nine credits toward the International Studies component of the concentration.

A concentration in Management Information Systems consists of 18 credits including Computer Information Systems 103, 140, 325, 350, 450, and Business 456. Nine credits from this concentration may be applied to the major requirements in Business Administration. This concentration allows a Business Administration major to acquire additional depth in this area. This concentration may not be taken with a minor in Computer Information Systems.

A concentration in Managerial Economics consists of 18 credits including Economics 330, 410, 415, and 450; six credits from Economics 300, 310, 320, 440, and Business 425. Nine credits from this concentration may be applied to the major requirements in Business Administration. This concentration may not be taken with a dual major in Economics.

A concentration in Organization Management consists of 21 credits including Business 420 and 460; six credits from Economics 310, 320, 330, and 450; and nine credits from Family and Consumer Sciences 326, Philosophy 320, Philosophy/Sociology 340, Sociology 245, 355. Nine credits from this concentration may be applied to the major in Business Administration. This concentration allows a Business Administration major to acquire additional depth in the area of organization management.

Economics 200 or 210 (or permission of the instructor) is prerequisite to all other Economics courses. With the exception of Economics 200 and 210, all Business and Economics courses assume an ability to use microcomputer word processor, spreadsheet, and database programs.

## ECONOMICS

**ECON 200 Principles of Macroeconomics 3 Credits F, S**  
Elements of supply and demand, followed by analysis of aggregate economic phenomena, including the determination and behavior of national income, employment, the price level and international trade.

*General Education: The Individual and Society.*

**ECON 210 Principles of Microeconomics 3 Credits F, S**  
Analysis of individual choice and markets, with special emphasis on price and output relationships and the economics of the firm.

*General Education: The Individual and Society.*

**ECON 300 Money and Banking 3 Credits S**  
Theory and applications concerning the financial system, interest rates, monetary institutions, the money supply and monetary policy.

**ECON 305 Contemporary Economic Issues 3 Credits I**  
Contemporary economic issues from conservative, liberal and radical perspectives. Topics include both microeconomic and macroeconomic issues.

*Alternate years.*

**ECON 310 Economic and Business History 3 Credits F**  
**of the United States**

Economic growth and development of the United States and changes in U. S. business organization and practice from the colonial period to the present; the use of economics to explain and understand history.

**ECON 320 Labor Economics 3 Credits F**  
Analysis of labor markets, including labor supply and demand, wages and salaries, collective bargaining, macroeconomic implications of labor markets, and discrimination.

**ECON 330 Government and Business 3 Credits S**  
The role of government and market forces in promoting efficient economic results. The course focuses on antitrust policy, economic regulation, and social regulation.

**ECON 400 Intermediate Macroeconomic Theory 3 Credits F**  
Theoretical development of the determinants of national income, employment, aggregate prices, and other economy-wide variables.

**ECON 410 Intermediate Microeconomic Theory 3 Credits S**  
Theoretical development of consumer choice, firm behavior, price and income determination, and market behavior.

**ECON 415 Econometrics 3 Credits**  
An introduction to statistical and mathematical methods used to estimate economic relationships, analyze and forecast economic data, and test economic hypotheses.

*Prerequisites: MATH 200; ECON 200 and 210.*

*Offered on demand.*

<b>ECON 420</b>	<b>Development of Economic Thought</b>	<b>3 Credits</b>	
History of economic reasoning and theory from pre-Classical thought to the present, with special attention to the important concepts and contributions of the various schools.			
<i>Offered on demand.</i>			
<b>ECON 430</b>	<b>Comparative Economic Systems</b>	<b>3 Credits</b>	
Analysis of alternative systems of organizing economic activity. Market and command economics as well as mixed variations of each system are explored.			
<i>Offered on demand.</i>			
<b>ECON 440</b>	<b>International Economics</b>	<b>3 Credits</b>	<b>F</b>
Theory of international economic relations, including trade, finance, and monetary policies and institutions.			
<b>ECON 450</b>	<b>Managerial Economics</b>	<b>3 Credits</b>	<b>F</b>
Application of economic theory to the management of the firm. Topics include consumer and competitor behavior, pricing policy, resource allocation, and the economics of socially-responsible management.			
<i>Prerequisites: senior standing with 18 or more credits in upper-level Economics and Business courses or permission of instructor.</i>			
<b>ECON 460</b>	<b>Senior Seminar</b>	<b>3 Credits</b>	<b>S</b>
An in-depth investigation of selected economic issues, problems, and policies designed to integrate knowledge students have gained from prior economics courses and introduce them to research methods and statistical techniques used in economics for the discovery of knowledge. Students will read from professional journals in economics, select topics for research, collect data, formulate and test hypotheses, present their results, and discuss each other's research findings.			
<i>Prerequisite: Economics 400, 410 and senior standing or permission of instructor.</i>			
<b>ECON 470</b>	<b>Selected Topics in Economics</b>	<b>3 Credits</b>	
Various advanced topics in economics. Provides the student with an opportunity to obtain advanced work in economics, depending upon the strengths and interests of available faculty.			
<i>Offered on demand.</i>			
<b>ECON 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ECON 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ECON 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ECON 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>



## **BUSINESS**

**BUS 110                      Personal Finance                      3 Credits                      I**  
Principles of managing one's income emphasizing budgeting, saving, borrowing, insurance, home buying, and taxes.

*Prerequisites: GEC 111.*

**BUS 120                      Survey of Business                      3 Credits                      F, S**  
Survey of business concepts and practices. Special emphasis is placed on the description of basic skills used in business operations. This course is intended as an introductory course for freshmen who are contemplating a major in business administration or any non-business major interested in the practice of business. It may not be taken for credit by any student who has received credit for Business Administration courses numbered BUS 200 or above.

**BUS 200                      Principles of Organization Management                      3 Credits                      F, S**  
Principles of planning, organizing, leading, and controlling human efforts for the achievement of organizational goals. The impact and role of communication, motivation, group dynamics, and organization culture, conflict and change are examined. Current practice is placed in historical perspective. Written and oral reports develop student writing and speaking skills.

*Prerequisite: GEC 101.*

**BUS 201, 202                      Principles of Accounting                      3 Credits each                      F, S**  
First term: Accounting for sole proprietorships and partnerships, accounting cycle, journals, ledgers, working papers, and preparation of financial and operating statements. Second term: Accounting for corporations; analysis of financial statements and budgets as well as managerial accounting.

*Prerequisite for BUS 201: MATH 129 or concurrent enrollment.*

*Prerequisite for BUS 202: BUS 201.*

**BUS 310                      Principles of Marketing                      3 Credits                      F, S**  
Principles and practices of how goods, services, and ideas are created and dispensed in modern society in order to satisfy individual and organizational objectives. Emphasis is placed on the micro-marketing perspective.

*Prerequisites: BUS 120 or 200, 202; ECON 210.*

**BUS 320                      Principles of Finance                      3 Credits                      F, S**  
Principles and methods of financing business activity, including acquisition and disposition of funds, capital budgeting, and capital structure.

*Prerequisites: BUS 120 or 200, 202; ECON 200 and 210; MATH 200.*

**BUS 330                      Principles of Information Systems                      3 Credits                      F, S**  
An introduction to information system theory and application. Emphasis is placed on information systems design in the functional areas of management, marketing, accounting and operations management.

*Prerequisites: BUS 200, 202; and MATH 200.*

- BUS 340      Management Science      3 Credits      F, S**  
 Essential quantitative techniques and their use in management problem-solving. Techniques covered include decision theory, forecasting, linear programming, and queuing analysis. Case studies illustrate the practical application of quantitative methods to production and operations management and other business problems.  
*Prerequisites: BUS 120 or 200, 202; or permission of instructor.*
- BUS 350      Business Law      3 Credits      F, S**  
 Fundamental principles of American law, contracts, negotiable instruments, agency, partnerships, corporations, and sales.
- BUS 371, 372      Intermediate Accounting      3 Credits each      F, S**  
 Preparation and analysis of financial statements, concentrating on accounting for corporations.  
*Prerequisites to BUS 371: BUS 202, MATH 200.*  
*Prerequisite to BUS 372: BUS 371.*
- BUS 380      Federal Tax Accounting      3 Credits      S**  
 Introduction to the federal tax structure; application of the tax code and preparation of returns.  
*Prerequisites: BUS 202, MATH 200*
- BUS 385      Cost Accounting      3 Credits      F**  
 Principles of process and job order cost accounting, with specific application to the support of business decisions.  
*Prerequisites: BUS 202, MATH 200.*
- BUS 400      Advanced Accounting      3 Credits      F**  
 Accounting for partnerships, consolidated statements, and other selected topics.  
*Prerequisite: BUS 372.*
- BUS 405      Auditing      3 Credits      S**  
 Theory and practice of auditing; the functions, standards and ethics of the public accounting profession.  
*Prerequisite: BUS 372 and 385.*
- BUS 420      Human Resources Management      3 Credits      F**  
 Personnel administration from a managerial perspective, including recruitment, training and development, compensation, and employee-management relations.  
*Prerequisite: BUS 200.*
- BUS 425      Production and Operations Management      3 Credits**  
 Production is the core of most business organizations. It is directly responsible for the value-added transformation of input to output and the creation of products and services. The overall goal of production and operations management (POM) is to maximize the effectiveness and efficiency of the transformation process. Introduces the principles, concepts, and modeling techniques for POM. It first overviews the basic functions and strategic issues of POM. It then covers total quality management in detail because of its strategic

importance and operational relevance to entire organizations. Uses the Theory of Constraints (TOC) to develop tools and procedures for effectively managing the firm's operations to strategic advantage.

*Prerequisites: BUS 200, 202, 340; ECON 200, 210.*

*Offered on demand.*

**BUS 430 Investments 3 Credits F**  
The workings of asset markets, with special attention to the risks and returns of alternative holdings, financial markets and the evaluation of stocks and bonds.

*Prerequisite: BUS 320.*

**BUS 438 Issues in Finance 3 Credits**  
A senior seminar for the Finance concentration. Emphasizes such strategic issues as capital budgeting, the cost of capital, capital structure, dividend policy and debt and equity financing. Employs case studies to develop analytical skills and enhance understanding of application of financial theory to real-world situations.

*Prerequisite: BUS 320.*

*Offered on demand.*

**BUS 448 Marketing Strategy 3 Credits**  
Case studies, operational simulations and extensive out-of-class research develop analytical and decision-making skills for formulating marketing strategy and tasks. Emphasizes application of marketing fundamentals to real situations and analysis of case evidence to make management decisions defining strategies and objectives.

*Prerequisite: BUS 310.*

*Offered on demand.*

**BUS 456 Applications in Management 3 Credits S**  
**Information Systems**  
Development of analytical and conceptual skills and abilities relating to the strategic and operational use of information systems in business. Primary emphasis is on management's role in planning, designing, developing, and using computer-based information systems. Case studies, exercises and simulations will be stressed.

*Prerequisite: BUS 330.*

**BUS 460 Issues in Organization Management 3 Credits**  
A senior seminar for the Organization Management concentration. Case studies, visits by local business leaders, and student research are used to investigate various factors affecting organization management in a global environment.

*Prerequisites: senior standing in the Organization Management concentration or permission of instructor.*

*Offered on demand.*

**BUS 465 Issues in International Commerce 3 Credits**  
A senior seminar for the International Commerce concentration. Topics include the cross-country effects of monetary and commercial policy, country risk analysis, and cross-cultural human resource management.

*Prerequisite: senior standing in the International Commerce concentration or permission of the instructor.*

*Offered on demand.*

**BUS 478 Business Policy 3 Credits F, S**  
 The relationship between theory, problem analysis, and strategy implementation, with application to selected business cases. Integrates the functions of marketing, finance and production, considering the interpersonal aspects within the social, political, legal, economic and ethical environment.

*Prerequisites: BUS 200, 310, 320, 330, 340, 350, and senior standing.*

<b>BUS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BUS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BUS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>BUS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **EDUCATION AND TEACHER CERTIFICATION PROGRAM**

Bridgewater College provides a state-approved program for the preparation of elementary, secondary, and special education teachers. Students who successfully complete this program and pass the Praxis Tests receive certification in Virginia and may receive initial certification to teach in many other states through reciprocal certification agreements.

The elementary education program prepares the student to teach in preK-6 (preKindergarten through Grade 6). The secondary education program prepares students to teach in the content areas in Grades 6-12. Special Education, Art, Music and Health and Exercise Science endorsements prepare students to teach in grades preK-12.

In accordance with Virginia Department of Education requirements, all students preparing to teach must maintain a grade point average of 2.5 and complete the application process to the Education Department before beginning the certification program. In addition, the College program requires a minimum grade of C in all education courses. Students should refer to *The Education Department Program Manual* for more specific information. Students expecting to complete their certification program in four years should register for Education 100 their freshman year.

### **ELEMENTARY EDUCATION PreK-6**

Students seeking certification to teach in the elementary schools are *encouraged* to major in one of the content areas (English, Science, Mathematics, or Social Studies). Students may also choose to major in other areas, however knowledge in the core content areas of the Virginia Standards of Learning and the ability to teach these areas is required for today's elementary school teachers.

### **LIBERAL STUDIES MAJOR**

As an option to other arts and sciences majors, a Liberal Studies Major is available for students seeking preK-6 certification. Since this major is linked with preK-6 certification, **all** requirements (major and preK-6 education courses) must be met **prior** to graduation. A student cannot graduate with this major and then return to complete the professional education semester (i.e., two education courses, student teaching, and the senior education seminar). This major is available in either a B.A. or B.S. degree.

The following courses are required for the Liberal Studies Major. See course description in appropriate department listings:

ENG 275	Traditional American Grammar (3)
or	
ENG 300	Linguistics (3)
ENG 310	Advanced Composition (3)
or	
ENG 315	Teaching Writing (3)
ENG 345	Literature for Children (3)
MATH 110	College Algebra (3)
MATH 125	Analytic Geometry (3)
MATH 200	Introduction to Statistics (3)
HIST 201	History of the United States to 1877 (3)
or	
HIST 202	History of the United States Since 1877 (3)
HIST 380	Twentieth Century United States (3)



GEOG 340	Regional Geography (3)
or	
GEOG 350	Physical Geography (3)
BIOL 100	The Nature of the Biological World (4)
PHYS 110	Introductory Astronomy (4)
CHEM 125	Fundamentals of Inorganic Chemistry (4)
FCS 408	Parent and Child Relationships (3)
or	
FCS 400	Parent and Child Relationships or Early Childhood Education (3)

The following is the general education program for persons seeking endorsement in preK6:

**GEC Core Proficiency Skills:**

GEC 101	Effective Writing (3)
GEC 102	Oral Communication (3)
GEC 111	Quantitative Reasoning (3)
GEC 112	Critical Thinking (3)
GEC 105	Wellness (2)

**Western Culture:**

ENG 205 or 206	Western Thought (3)
HIST 101, 102, or 103	Western Civilization (3)
REL 210 or 220	Old or New Testament (3)
Fine Arts Course	(3)
HIST 201 or 202	History of the U. S. to 1877 or Since 1877 (3)

**World Cultures:**

Two Courses	(6)
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**Individual and Society:**

ECON 200 or 210	Microeconomics or Macroeconomics (3)
PSCI 210	U. S. Government

**Natural Environment:**

BIOL 100	The Nature of the Biological World (4)
CHEM 125	Fundamentals of Inorganic Chemistry (4)
PHYS 110	Astronomy (4)

**Physical Activity:**

One Course	(1)
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**Personal Development:**

One Per Year	(4)
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*For students seeking a preK-6 endorsement and choosing a major other than liberal studies, it is strongly advised that they select general education courses from those listed above and appropriate electives. For additional information, please contact a member of the Education Department.*

In addition to the requirements for the major, the general education requirements, and the professional education courses, completion of the following courses will also be required for certification at the preK-6 level:

EDUC 210	Classroom Management (3)
EDUC 316	Strategies for Teaching Math (3)
EDUC 335	Foundations of Literacy Development (5)
EDUC 406	Curriculum and Instruction for PreK-6 Endorsement (3)

## SECONDARY EDUCATION GRADES 6-12

Students seeking certification to teach in the secondary schools can obtain endorsements in the following areas:

- Biology
- Chemistry
- Computer Science
- Driver Education (Add on)
- English
- Work and Family Studies
- History and Social Sciences
- Mathematics
- Physics

## PreK-12 ENDORSEMENT PROGRAM

Students seeking to teach in the following areas will be endorsed to teach in preK-12 classrooms:

- Foreign Language
- Art Education
- Music Education, Vocal and Instrumental
- Health and Exercise Science
- Special Education

## EDUCATION CORE CURRICULUM

All students, regardless of major or endorsement area, will be required to take the following courses and earn a minimum grade of C in all education courses. These courses have been designed to meet the professional competencies outlined in the Virginia Department of Education Licensure Regulations For School Personnel and Technology Standards for Instructional Personnel guidelines, effective July 1, 1998. Students are strongly encouraged to take the Education Core in the numbered sequence. Transfer students should meet with a member of the Education Department upon arrival at Bridgewater in order to plan their course sequence.

### CORE COURSES:

EDUC 100	Teaching as a Profession (prerequisite to all EDUC courses)	1 Credit	F, S
EDUC 200	Developmental Psychology for the Classroom: Birth to Adolescence	3 Credits	F, S

EDUC 201	Field Experience I	1 Credit	F
EDUC 202	Field Experience II	1 Credit	S
EDUC 210	Classroom Management*	3 Credits	F, S
EDUC 215	Exceptional Students in the Classroom	3 Credits	F, S
EDUC 260	Practicum in Current Teaching Techniques	3 Credits	I, Sum I
EDUC 301	Field Experience III	1 Credit	F
EDUC 302	Field Experience IV	1 Credit	S
EDUC 316	Strategies for Teaching Mathematics in the Elementary Classroom**	3 Credits	S
EDUC 335	Foundations of Literacy Development++	5 Credits	F, S
EDUC 406	Curriculum and Instruction for the Elementary Classroom (preK-6 only) +	3 Credits	F, S
EDUC 412	Curriculum and Instruction for the Secondary Classroom (6-12 only) +	3 Credits	F, S
EDUC 440	Foundations of American Education	2 Credits	F, S
EDUC 470	Professional Student Teaching Experience	12 Credits	F, S
EDUC 475	Senior Seminar (taken concurrently with EDUC 470)	1 Credit	F, S

\* Special Education students will take SPED 307 in lieu of this course.

\*\* Required for preK-6 endorsements only.

+ These classes are not required for students majoring in Music, Family and Consumer Sciences or Health and Exercise Science. The methods courses are taught in these individual departments.

++ Not required for students majoring in Music.

## TECHNOLOGY COMPETENCIES

Students seeking certification to teach are required to meet all minimum technology competencies identified by the Virginia Department of Education. A passing score on the Educational Technology Competency Test (refer to *The Education Department Program Manual* for details) will satisfy this requirement. All courses in the Education Department have a strong emphasis on the use of instructional technology in preparing teachers for today's schools. Students may take CIS 103 to satisfy these competencies.

## PROFESSIONAL SEMESTER

During the senior year, students will enroll in a Professional Semester which consists of the student teaching experience and two core courses to be taken in a three-week block prior to student teaching. The Senior Seminar also will be taken as part of the Professional Semester during which time students will complete development of their *Professional Portfolio*.

<b>EDUC 100</b>	<b>Teaching as a Profession</b>	<b>1 Credit</b>	<b>F, S</b>
This is an exploratory course designed to provide the student with a means of self-assessment as a potential teacher. Learning activities include analysis of teaching skills, and discussions centering on current issues in the teaching profession.			

- |                 |  |                  |             |
|-----------------|--|------------------|-------------|
| <b>EDUC 200</b> | <b>Developmental Psychology for the Classroom: Birth to Adolescence</b><br>(Replaces PSY 201 and EDUC 305) | <b>3 Credits</b> | <b>F, S</b> |
|-----------------|--|------------------|-------------|
- This course surveys principles of development, learning, and evaluation as related to the educational process. Emphasis is placed on understanding the physical, social, emotional, and intellectual aspects of human development. Attention is given to individual differences, human diversity, and multicultural populations.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in corresponding field experience.*
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- |                 |   |                 |          |
|-----------------|---|-----------------|----------|
| <b>EDUC 201</b> | <b>Field Experience I</b><br>(Replaces EDUC 333 and EDUC 366) | <b>1 Credit</b> | <b>F</b> |
|-----------------|---|-----------------|----------|
- This observation and participatory experience occurs in a local school system. Students will spend a minimum of 25 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. In addition to the requirements of the corresponding education course, related readings, reflection, and a journal of the experience are included.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in corresponding education course.*
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|-----------------|--|-----------------|----------|
| <b>EDUC 202</b> | <b>Field Experience II</b><br>(Replaces EDUC 333 and EDUC 366) | <b>1 Credit</b> | <b>S</b> |
|-----------------|--|-----------------|----------|
- This observation and participatory experience occurs in a local school system. Students will spend a minimum of 25 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course, in addition to the requirements of the corresponding education course.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in corresponding education course.*
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- |                 |  |                  |             |
|-----------------|--|------------------|-------------|
| <b>EDUC 210</b> | <b>Classroom Management</b><br>(Replaces EDUC 370, new core requirement) | <b>3 Credits</b> | <b>F, S</b> |
|-----------------|--|------------------|-------------|
- This course is designed to help prospective teachers promote positive student behavior. Emphasis is placed on the selection of strategies, procedures, and possible actions that enhance classroom organization and management, which will prevent or reduce inappropriate behaviors in the classroom.
- Prerequisite: Admission to Teacher Education*  
*Enrollment in corresponding field experience.*
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|-----------------|--|------------------|-------------|
| <b>EDUC 215</b> | <b>The Exceptional Student in the Classroom</b><br>(Replaces EDUC 365) | <b>3 Credits</b> | <b>F, S</b> |
|-----------------|--|------------------|-------------|
- This course explores the cognitive, physical, behavioral, and academic characteristics of students with diverse needs. Communication between home and school is stressed. Emphasis is placed on collaboration between general education teachers and special education teachers. Working with paraprofessionals and other school personnel is addressed. Learning styles and strategies for educating students with diverse needs are addressed.
- Prerequisite: Admission to Teacher Education.*  
*Enrollment in corresponding field experience.*

<b>EDUC 260</b>	<b>Practicum in Current Teaching Techniques</b>	<b>3 Credits</b>	<b>I, Sum</b>
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This course is designed to provide the prospective teacher with an intensive three-week experience of total immersion into the school environment. Emphasis is placed on observation skills, modeling of desired teacher behaviors, and the development of a two-day mini-lesson to be presented during the final week. Collaborative assignments within school-based teams will be encouraged.

*Prerequisite: Admission to Teacher Education.*

<b>EDUC 301</b>	<b>Field Experience III</b> (Replaces EDUC 333 and EDUC 366)	<b>1 Credit</b>	<b>F</b>
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This observation and participatory experience occurs in a local school system. Students will spend a minimum of 25 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course in addition to the requirements of the corresponding education course.

*Prerequisite: Admission to Teacher Education.*

*Enrollment in corresponding education course.*

<b>EDUC 302</b>	<b>Field Experience IV</b> (Replaces EDUC 333 and EDUC 366)	<b>1 Credit</b>	<b>S</b>
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This observation and participatory experience occurs in a local school system. Students will spend a minimum of 25 clock hours as an observer and/or assistant in the elementary, middle, or secondary school. Related readings, reflection, and a journal of the experience are a part of this course, in addition to the requirements of the corresponding education course.

*Prerequisite: Admission to Teacher Education.*

*Enrollment in corresponding education course.*

<b>EDUC 316</b>	<b>Strategies for Teaching Mathematics in the Elementary Classroom</b> (Replaces EDUC 315)	<b>3 Credits</b>	<b>S</b>
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This course focuses on the emerging goals, principles, practices, and technologies of current mathematics education. Specific topics include curriculum, instructional materials, methodologies, assessment, diagnostic and remedial strategies, diverse populations, learning styles, and uses of technology. This course is required for preK-6 certification only.

*Prerequisite: Admission to Teacher Education.*

<b>EDUC 335</b>	<b>Foundations of Literacy Development</b> (Replaces EDUC 330, 332, and 334)	<b>5 Credits</b>	<b>F, S</b>
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This is a content and methods course designed to give the prospective teacher the basic understanding and skills for the teaching of literacy. Emphasis is placed on the processes and development of reading, spelling and orthographic patterns, writing and research; responding to literature and content area materials; informal and formal assessment and screening measures for language proficiency; and effective strategies for instructing the diverse learners including learning disabled, gifted and ESL students.

*Prerequisite: Admission to Teacher Education.*

*Enrollment in corresponding field experience.*



<b>EDUC 406</b>	<b>Curriculum and Instruction for the Elementary Classroom</b> (Replaces EDUC 380)	<b>3 Credits</b>	<b>F, S</b>
<p>This is a course designed to address the theory and practice related to curriculum development and instructional strategies appropriate for the preK-6 classroom. Attention is given to the differentiation of instruction and to designing meaningful lessons responsive to the Virginia Standards of Learning. Strategies in using educational technology as well as working with ESL students are included in this course.</p> <p><i>Prerequisite: Admission to Teacher Education.</i></p>			
<b>EDUC 412</b>	<b>Curriculum and Instruction for the Secondary Classroom</b> (Replaces EDUC 391, 392, 394, 395, 396, 400, and 420)	<b>3 Credits</b>	<b>F, S</b>
<p>This is a course designed to address instructional practice, management, and evaluation appropriate for the secondary classroom. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content area standards of the secondary Virginia Standards of Learning. Strategies in using educational technology as well as working with ESL students are included in this course.</p> <p><i>Prerequisite: Admission to Teacher Education.</i></p>			
<b>EDUC 440</b>	<b>Foundations of American Education</b> (Replaces EDUC 310)	<b>2 Credits</b>	<b>F, S</b>
<p>This is a course in which the historical and philosophical foundations of the development of American public education are examined. The legal rights of teachers and students and the interactions of school and society are studied. Also, the administration, governance, and funding of schools are examined. Articles on contemporary issues in education are read and discussed.</p> <p><i>Prerequisite: Admission to Teacher Education.</i></p>			
<b>EDUC 470</b>	<b>Professional Student Teaching Experience</b>	<b>12 Credits</b>	<b>F, S</b>
<p>This is the final field experience and involves instructional planning, observation, and teaching under the supervision of the classroom cooperating teacher and a college supervisor. Students are expected to assume complete responsibility for the classroom during the student teaching experience and engage in all activities related to teaching in the school community. This is a twelve-week experience.</p>			
<b>EDUC 475</b>	<b>Senior Seminar</b>	<b>1 Credit</b>	<b>F, S</b>
<p>This course, taken concurrently with supervised student teaching (EDUC 470), is designed to provide reflective discussions with the pre-service teacher regarding strategies for improving classroom management, parent conferencing, student motivation, and the planning and implementation of effective lessons or units. Additional topics covered include legal aspects of student teaching, student health issues, resumes and portfolios, interview skills, professional ethics, and teacher licensure issues.</p>			
<b>EDUC 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>EDUC 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>

<b>EDUC 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>EDUC 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

### **SPECIAL EDUCATION**

*Admission to the Education Department is prerequisite to all special education courses. Students must take EDUC 100, EDUC 200, and EDUC 215 prior to enrolling in the special education classes. The Special Education Program at Bridgewater prepares teachers for preK-12 endorsement in the following areas:*

- Learning Disabilities
- Mental Retardation
- Emotional Disorders

<b>SPED 221</b>	<b>The Mentally Retarded Student in the Classroom (Replaces SPED 300)</b>	<b>2 Credits</b>	<b>F, S</b>
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This course addresses the definition, characteristics, and needs of students with mental retardation. These include cognitive functioning, multi-cultural influences, emotional adjustments, social development, language development, adaptive behavior, and medical/health issues.

*Prerequisite: Enrollment in corresponding field experience.*

<b>SPED 222</b>	<b>The Learning Disabled Student in the Classroom (Replaces SPED 300)</b>	<b>2 Credits</b>	<b>F, S</b>
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This course addresses the theories, characteristics, etiology, and needs of students with specific learning disabilities. These include related disabilities such as Attention Deficit Disorder; specific age-span/development issues; cognitive functioning including intelligence, perception, neurobiology, linguistics, memory and thinking; levels of severity; multi-cultural influences; social/emotional aspects including juvenile delinquency issues; and medical, nutritional, and genetic topics.

*Prerequisite: Enrollment in corresponding field experience.*

<b>SPED 223</b>	<b>The Student with Emotional and Behavior Disorders (Replaces SPED 300)</b>	<b>2 Credits</b>	<b>F, S</b>
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This course addresses the characteristics and needs of students with emotional disturbances. Consideration is given to specific age-span and development issues and definitions related to cognitive functioning, multi-cultural influences, emotional adjustment, and social development. The definitions in IDEA and the National Mental Health/Special Education Coalition will be used in this class.

*Prerequisite: Enrollment in corresponding field experience.*

<b>SPED 307</b>	<b>Behavior Management Strategies for Disabled Students</b>	<b>3 Credits</b>	<b>F, S</b>
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This course addresses managing the behavior of students with disabilities with specific focus on improving inappropriate social skills, psychosocial aspects of building self-esteem, and management strategies based on theory and research.

*Prerequisite: Enrollment in corresponding field experience.*

<b>SPED 309</b>	<b>Instructional Planning for Exceptional Students</b> (Replaces SPED 310 and SPED 322)	<b>3 Credits</b>	<b>F, S</b>
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This is a comprehensive course that addresses classroom organization, curriculum development, and procedures to design and evaluate instruction consistent with the student's needs. In addition, strategies to promote successful integration of students with disabilities with their non-disabled peers and alternate ways to teach content materials, including instructional adaptations, are covered in this class.

<b>SPED 312</b>	<b>Psycho-educational Assessment for Disabled Students</b>	<b>3 Credits</b>	<b>F, S</b>
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This course is an overview of the issues surrounding the psychoeducational assessment process with a review of current standardized instruments used with students with disabilities. Psychology majors can meet this requirement with PSY 350.

<b>SPED 320</b>	<b>Current Legal Issues in Special Education</b>	<b>2 Credits</b>	<b>F, S</b>
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This course offers an in-depth look at current state and federal legislative mandates and civil rights issues that impact education for students with disabilities. This course addresses both historical and current legislative issues related to special education, including but not limited to IDEA, Section 504 of the Rehabilitation Act, and The Americans with Disabilities Act.

<b>SPED 323</b>	<b>Manual Communication for the Exceptional Student</b>	<b>3 Credits</b>
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An introduction to the variety of manual communication systems that are currently used with students with disabilities.  
*Offered on demand.*

<b>SPED 411</b>	<b>Collaborative Consultation Techniques</b> (Replaces SPED 311)	<b>3 Credits</b>	<b>F, S</b>
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This course addresses the skills and techniques needed for successful collaboration with parents and other school and agency professionals in meeting the comprehensive needs of students with disabilities. Emphasis is also given to working with paraprofessionals in the educational setting.

**NOTE:** All students preparing to teach special education will take the following education courses in addition to their special education classes:

EDUC 100	Teaching as a Profession
EDUC 200	Developmental Psychology for the Classroom: Birth to Adolescence
EDUC 201	Field Experience I
EDUC 202	Field Experience II
EDUC 215	The Exceptional Student in the Classroom
EDUC 260	Practicum in Current Teaching Techniques

EDUC 301	Field Experience III
EDUC 302	Field Experience IV
EDUC 335	Foundations of Literacy Development
EDUC 440	Foundations of American Education
EDUC 470	Professional Student Teaching Experience
EDUC 475	Senior Seminar

## **ENGLISH**

Bridgewater College offers a major in English which is intended to prepare students for teaching, graduate or professional school, or for any career in which communication and research skills are at a premium. The English Department also offers three minors: in English, in Communications, and in Theatre.

**A major in English** consists of a minimum of 36 credit hours. The following courses are required:

ENG 150: Introduction to Literary Study

ENG 330: Shakespeare

ENG 401: American Literature I

ENG 402: American Literature II

ENG 405: English Literature I

ENG 406: English Literature II

ENG 420: British Novel or ENG 421: American Novel

ENG 450: Senior Seminar

**A minor in English** consists of a minimum of 21 credit hours. The following courses are required:

ENG 150: Introduction to Literary Study

ENG 330: Shakespeare

ENG 401: American Literature I or ENG 402: American Literature II

ENG 405: English Literature I or ENG 406: English Literature II

English 205 and 206 must be taken by all English majors and minors but may not count toward the hours for the major or the minor.

A **minor in Communications** consists of a minimum of 18 credit hours. The following courses are required:

COMM 255: Newspaper Writing  
COMM 230: Mass Media and Society

All courses listed under communications may count as electives for the minor. In addition, the following courses may be included in a communications minor:

ENG 216: Movies from Literature and as Literature  
ENG 312: Technical Writing  
ENG 325: Propaganda and Thought Control  
SOC 245: Group Process and Interpersonal Communication  
THEA 305: History of Motion Picture  
THEA 325: Acting

Courses which are taken as part of a student's major in English may **not** also be counted toward a communications minor.

Also required is active participation (certified by the faculty sponsor) for the equivalent of one academic year in one or more of the following: the college yearbook (Ripples), newspaper (Talon), the forensics union, or the radio station (WGMB).

A **minor in Theatre** consists of 18 credit hours including the following:

- 12 credit hours of Theatre courses
- ENG 330: Shakespeare
- COMM 305: Oral Interpretation of Literature or COMM 230: Mass Media and Society

**ENG 150 Introduction to Literary Study 3 Credits S**  
The study of literary forms, including the short story, drama, and poetry, as well as basic approaches to literary criticism. Focus will include literary vocabulary and methods of interpretation.

*Prerequisite: GEC 101.*

**ENG 205, 206 Western Thought in Literature I, II 3 Credits each F, S**  
(Replaces English 201, 202, 203)

The first course examines the thought and literature of western culture from its Hebrew and Greco-Roman beginnings through the medieval and Renaissance periods. The second course examines the thought and literature of western culture from the Enlightenment period through the modern age.

*Prerequisite: GEC 101.*

*General Education: ENG 205: Development of Western Culture, Ancient/Medieval or Renaissance/Early Modern; ENG 206: Development of Western Culture, Renaissance/Early Modern or Contemporary.*

**ENG 215 Science Fiction and Contemporary Issues 3 Credits I**

An interdisciplinary course that examines science fiction from a variety of perspectives, in both written and film media. The course concentrates on issues raised by science fiction to address the defining characteristics of humanness: physically, mentally, and spiritually. Some topics include the human role as creator and/or created, as an evolving being, and as a technological construct. Ethical issues considered through this may include the responsibilities and limitations of humans, and the use and abuse of technology and power by humans.

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*General Education: Development of Western Culture. Contemporary.*

*General Education: Development of Western Culture, Contemporary.*

*General Education: World Cultures.*

*General Education: Development of Western Culture, Contemporary.*

*Alternate years; offered 2001 - 2002.*

*Alternate years; offered 2000 - 2001.*

- ENG 305**                      **Biblical Themes in Literature**                      **3 Credits**                      **I**  
 (Cross-listed as REL 305)  
 A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story.  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Contemporary.*
- ENG 310**                      **Advanced Composition**                      **3 Credits**                      **F or S**  
 Rhetorical analysis of academic discourse, with practice in writing academic and literary essays. Topics are determined in part by the individual's major field. Class is conducted as a writing workshop.  
*Prerequisite: GEC 101.*  
*Alternate years; offered 2001 - 2002.*
- ENG 311**                      **Creative Writing**                      **3 Credits**                      **F**  
 An intensive workshop providing an opportunity to gain deeper insight into literary techniques and practices through the production of original short and longer works of fiction, poetry, drama, as well as creative expository forms. Students will develop a single, but substantial, literary project, defined by means of a contract with the instructor and unified by common themes. Group workshops and individual conferences will provide extensive feedback and critical response as the student progresses through the project.  
*Prerequisite: GEC 101 and permission of instructor.*  
*Alternate years; offered 2001 - 2002.*
- ENG 312**                      **Technical Writing**                      **3 Credits**                      **S**  
 Objective writing and editing to communicate technical material meaningfully to the general reader, with additional emphasis on oral presentation. The individual's major field serves as a source for topics.  
*Prerequisite: GEC 101.*  
*Alternate years; offered 2001 - 2002.*
- ENG 314**                      **Poetry Writing**                      **3 Credits**                      **I**  
 (Replaces English 412)  
 An intensive workshop providing an opportunity to gain deeper insight into poetic techniques and practices through the production of original works of poetry. Students will develop a single, but substantial, poetic project, defined by means of a contract with the instructor and unified by common themes. Group workshops and individual conferences will provide extensive feedback and critical response as the student progresses through the project.  
*Prerequisite: GEC 101 and permission of the instructor.*  
*Alternate years; offered 2001 - 2002.*
- ENG 315**                      **Teaching Writing**                      **3 Credits**                      **S**  
 An introduction to writing instruction for prospective teachers and writing center tutors from all disciplines. The course incorporates current theoretical perspectives, applied linguistics, and research on the writing process to introduce classroom practices such as one-to-one conferencing, the writing workshop approach, and teaching in computer classrooms.  
*Prerequisite: GEC 101.*

**ENG 325      Propaganda and Thought Control      3 Credits      I**  
 An analytical study of propaganda in literature, film, advertising, and other media. Examples of thought control come from several countries (U.S., Russian, Germany, etc.) and range from the relatively harmless to the dangerous. The class will visit the U.S. Holocaust Memorial Museum and the Japanese-American internment exhibit at the Smithsonian's Museum of American History.

*Prerequisite: GEC 101.*

*General Education: Development of Western Culture, Contemporary.*

**ENG 330      Shakespeare      3 Credits      F**  
 A critical examination of Shakespeare's development as a dramatist and of his basic themes. Approximately twelve plays are studied.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate years; offered 2000 - 2001.*

*General Education: Development of Western Culture, Fine Arts, Renaissance/Early Modern.*

**ENG 332      Arthurian Literature      3 Credits      I**  
 Examines the effect of the legends of King Arthur and his Knights, showing such ideas as the holy quest and the code of chivalry in modern retellings and appropriations of the medieval sources. An acquaintance with Malory's *Morte D'Arthur* is expected.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*General Education: Development of Western Culture, Ancient/Medieval or Renaissance/Early Modern.*

**ENG 333      Irish Literature      3 Credits      I**  
 A study of Irish literature, including Celtic mythology. Late nineteenth-century and twentieth-century authors such as Yeats, Joyce, Synge, O'Casey, and Bowen will be emphasized. Some study of Irish political and cultural history will be included.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Contemporary.*

**ENG 336      Literature of the Black Experience      3 Credits      S**  
 Selected readings in the fiction, drama, poetry and non-fiction prose of major black writers, both African and African-American, with emphasis on the most influential authors, such as Douglass, Wright, Ellison, Achebe, Baldwin, and Morrison.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate years; offered 2000 - 2001.*

**ENG 338      Walt Whitman      3 Credits      I**  
 A critical examination of the poetry and prose of Walt Whitman, beginning with the 1855 edition of *Leaves of Grass* and following its evolution through nine editions to its final form. Considerable attention will be paid to the impact of Whitman's poetry on the development of American literature as a whole and on the legacy he left for subsequent generations of poets, both in America and elsewhere.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate years; offered 2000 - 2001.*

<b>ENG 340:</b>	<b>Chaucer</b>	<b>3 Credits</b>	<b>F</b>
A critical examination of <i>Troilus and Cressida</i> , <i>Canterbury Tales</i> , and several minor works. <i>Prerequisite:</i> GEC 101 and ENG 205 or 206. <i>Alternate years; offered</i> 2001 - 2002. <i>General Education:</i> Development of Western Culture, Renaissance/Early Modern.			
<b>ENG 343</b>	<b>Native American Literature and Culture</b> (Replaces ENG 223)	<b>3 Credits</b>	<b>S</b>
Anthropological survey of Native North American and Meso-American cultures, examining such features as traditional subsistence patterns, kinship structures, religious beliefs and practices, social and political structures, artistic expression, and intellectual history. Course will then focus on the literary heritage of Native American cultures, beginning with the oral tradition and storytelling, and continuing on to the "Native American Renaissance," the proliferation of Native American authors and poets that began in the 1960s and continues to the present. <i>Prerequisite:</i> GEC 101 and ENG 205 or 206. <i>Alternate years; offered</i> 2000 - 2001. <i>General Education:</i> World Cultures.			
<b>ENG 345</b>	<b>Literature for Children</b> (Replaces ENG 250)	<b>3 Credits</b>	<b>S</b>
Development and analysis of the major types of children's literature are addressed, including picture books, poetry, fables, folktales, fantasy, realism, and historical fiction. Students read and analyze classic examples of each type. <i>Prerequisite:</i> GEC 101 and ENG 205 or 206. <i>Alternate years; offered</i> 2001 - 2002.			
<b>ENG 350</b>	<b>Literature for Young Adults</b>	<b>3 Credits</b>	<b>S</b>
This course discusses texts read by children in the upper elementary grades through high school. Course content will focus on critical reading of the literature but will also include a variety of teachers' classroom approaches to texts. Texts will be a range of novels from the classic <i>bildungsroman</i> to the problem novel, from <i>Great Expectations</i> to Judy Blume's <i>Forever</i> , a selection of short stories frequently taught, poetry with special appeal for young adults, and at least one text on critical approaches and pedagogy. <i>Prerequisite:</i> GEC 101 and ENG 205 or 206. <i>Alternate years; offered</i> 2000 - 2001.			
<b>ENG 385</b>	<b>Modern Literature</b>	<b>3 Credits</b>	<b>F</b>
A study of major works of British and American literature written since World War I. <i>Prerequisite:</i> GEC 101 and ENG 205 or 206. <i>Alternate years; offered</i> 2001 - 2002. <i>General Education:</i> Development of Western Culture, Contemporary.			
<b>ENG 386</b>	<b>Modern Poetry</b> (Replaces ENG 410)	<b>3 Credits</b>	<b>I</b>
The works of major British and American poets of the twentieth century, from Yeats through contemporary poets. <i>Prerequisite:</i> GEC 101 and ENG 205 or 206 <i>General Education:</i> Development of Western Culture, Contemporary.			





## **COMMUNICATIONS**

### **COMM 101      Newspaper Practicum      1 Credit      F, S**

This course is a skills-and-theory class which discusses practical problems in newspaper production, both general and specific. Work includes approximately 4 hours outside of class and 2 hours inside each week in writing news stories and solving layout and graphic problems. Student work will be contracted on an individual basis. Course may be repeated for a total of 3 credits.

*Prerequisite: Permission of instructor.*

### **COMM 102      Yearbook Practicum      1 Credit      F, S**

This course teaches students the process of book production through active participation in all stages of producing Ripples, the college yearbook. Student work will be contracted on an individual basis. This course may be repeated, but a maximum of three hours of credit in Communication 102 will count towards graduation.

*Prerequisite: Permission of instructor.*

### **COMM 215      Argumentation and Debate      3 Credits      F**

Evidence and reasoning in oral communication. Activities include studying argumentation and debate theory, researching the current national debate topic, and participating in practice debates. Participation in intercollegiate competition is optional. A maximum of 6 credits in Communication 215: Argumentation and Debate and Communication 220: Forensics Practicum may be applied toward degree requirements.

*Prerequisite: GEC 101, 102, 112 or permission of instructor.*

*Alternate years; offered 2000 - 2001.*

### **COMM 220      Forensics Practicum      1 Credit      F, S**

Participation in intercollegiate debate or individual events. This course may be repeated for credit but it may not be taken concurrently with Communications 215. Participation in intercollegiate competition is optional. A maximum of 6 credits in Communication 215: Argumentation and Debate and Communication 220: Forensics Practicum may be applied toward degree requirements.

*Prerequisite: Permission of instructor.*

### **COMM 230      Mass Media and Society      3 Credits      S** (Cross-listed as SOC 230) (Replaces COMM 330)

A survey of media history and an examination of the effect mass media have on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.

*Prerequisite: SOC 200.*

### **COMM255      Newspaper Writing      3 Credits      S**

Instruction in researching, investigating, and writing a newspaper story in a variety of formats and styles.

*Prerequisite: GEC 101.*

*Alternate years; offered 2000 - 2001.*

**COMM 305      Oral Interpretation of Literature      3 Credits      F**  
Theory and practice in oral interpretation of all forms of literature. Presentation of prose, poetry, and drama will be developed. Intercollegiate and interscholastic forensics programs will be examined. Final programs will be organized and rehearsed, then performed for the public.

*Prerequisite: GEC 101, 102, or permission of instructor.*  
*Alternate years; offered 2001 - 2002.*

**COMM 327      Interpersonal Communication      3 Credits      F**  
This course introduces students to basic patterns of interpersonal human communication in personal and professional settings. Through exploration of theories involving communication, verbal and nonverbal interaction, climate, and culture students will develop their theoretical and practical understanding of how interpersonal relationships are achieved through communication.

*Prerequisite: SOC 200.*  
*Alternate years; offered 2000-2001.*

**COMM 331      The Television & Film Studio System      3 Credits      I**  
This course examines the history of the American television and film studio system, its influence on society, and the processes of modern television and film production. The course will include 5 days on the Bridgewater campus and a 10-day trip to Los Angeles, CA. While in Los Angeles, the class will tour several studios (including Paramount Pictures, Warner Brothers, NBC television, and Universal Studios), participate as audience members on a variety of television shows, talk with members of the television and film industry, and visit several media related museums.

*Prerequisite: Permission of instructor.*  
*Alternate years; offered 2001 - 2002.*  
*Additional costs associated with travel.*

**COMM 347      Public Relations in Organizations      3 Credits      F**  
(Cross-listed as SOC 347)  
A comprehensive survey of the evolution, role, functions, and scope of public relations in American society. Emphasis will be placed on public relations work in non profit and business organizations including educational, health care and social service institutions. Additionally, the roles of spokesperson and media consultant in government will be examined.

*Prerequisite: SOC 200.*  
*Alternate years; offered 2001 - 2002.*

**COMM 360      Newspaper Editing      3 Credits      S**  
Fundamentals of newspaper editing, both in the editing of actual copy and in the larger context of editorial decision making. Students learn principles and styles of newspaper format, layout, and design as they relate to editorial policy and intent.

*Prerequisite: COMM 255 or permission of instructor.*  
*Alternate years; offered 2001 - 2002.*

<b>COMM 410</b>	<b>Communication Law: Civil Liberties and the Public Good</b> (Cross-listed as SOC 410)	<b>3 Credits</b>	<b>I</b>
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An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.

*Prerequisite: SOC 200.*

*Alternate years; offered 2000 - 2001.*

## **THEATRE**

<b>THEA 305</b>	<b>History of Motion Picture</b>	<b>3 Credits</b>	<b>I</b>
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By examining key people, ideas, and techniques, the course presents an historical survey of the development of the motion picture into an art form. Class members will be required to attend on-campus screenings.

*General Education: Development of Western Culture, Contemporary.*

<b>THEA 310</b>	<b>Elements of Play Production</b>	<b>3 Credits</b>	<b>I</b>
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A laboratory experience and introduction to the theories and techniques of the modern stage and of theatrical production in particular. Fundamentals of directing, lighting, make-up, and costuming are explored through laboratory sessions and the actual production of a play, culminating in eight performances before early elementary school children. Students will also select a one-act play, design it, and prepare a production book as if they were going to direct it on stage.

*Prerequisite: GEC 101.*

*Alternate years; offered 2000 - 2001.*

<b>THEA 315</b>	<b>Theatre in London</b> (Replaces THEA 375)	<b>3 Credits</b>	<b>I</b>
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An exploration of the rich and varied theatrical scene in London through nightly attendance at professional and nonprofessional productions. The group attends professional West End classical, modern, and musical productions. A music hall performance and holiday pantomime as well as lively nonprofessional theatre in the London suburbs are on the itinerary. Daytime backstage tours and visits to the Theatre Museum and other locations of theatrical, historical, and cultural interests complement the experience, as do side-trips to Stratford-upon-Avon and Oxford.

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Contemporary Fine Arts.*

<b>THEA 325</b>	<b>Acting</b> (Replaces THEA 330)	<b>3 Credits</b>	<b>F</b>
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Development of acting skills through classroom/laboratory experiences in acting. The course emphasizes developing the total actor's inner resources through theatrical games, leading to purposeful, believable characterizations. Students will work with different classroom partners in preparing weekly scenes which will serve as bases for exercises and experimentation

*Prerequisite: GEC 101.*

*Alternate years; offered 2000 - 2001.*

**THEA 350      Highlights in Theatre History      3 Credits      S**  
 (Replaces THEA 300)

Selected periods in the development of the western theatre and of its relation to its culture. Emphasis is on theatre literature, production practice, and the evolution of the modern stage. Theatre in the ancient world and its religious roots are studied, along with the rebirth of drama in the medieval church and the achievements of the Elizabethan age. The evolution of the picture-frame stage is traced through study of neo-classical plays in France and the dramaturgy of the Restoration and eighteenth century in England.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate years; offered 2000 - 2001.*

*General Education: Development of Western Culture, (Any Period)  
 Fine Arts*

**THEA 360      Modern Drama      3 Credits      F**  
 (Replaces THEA 320)

Theatrical literature of selected playwrights from the conventional, late nineteenth-century well-made plays to the varied approaches to dramatic composition of the present. Dramatists include Ibsen, Wilde, Shaw, Rostand, Chekhov, O'Neill, Brecht, Williams, Miller, Beckett, Pinter, and others.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Contemporary,  
 Fine Arts.*

**THEA 370      English Drama to 1800      3 Credits      S**

Origins of English drama and its evolution through a study of representative plays from the medieval and Tudor periods through Sheridan, exclusive of Shakespeare. Emphases include the medieval religious mystery and morality plays, the secularization of drama, Shakespeare's most important contemporaries and successors up to the closing of the theatres, and the comedies of manners that evolved after the Commonwealth.

*Prerequisite: GEC 101 and ENG 205 or 206.*

*Alternate Years: 2001 - 2002.*

*General Education: Development of Western Culture, Renaissance/  
 Early Modern Fine Art .*

## **FAMILY AND CONSUMER SCIENCES**

A major in Family and Consumer Sciences consists of a minimum of 30-41 credits depending upon the area of specialization. A Family and Consumer Sciences major may be earned in any of the following four areas of specialization: Family and Consumer Sciences Education; General Family and Consumer Sciences; Fashion Merchandising; and Interior Design. A major in Nutrition and Wellness is also offered.

### **FAMILY AND CONSUMER SCIENCES EDUCATION**

Designed for those seeking certification to teach in secondary schools with an endorsement in Family and Consumer Sciences (Work and Family Studies). Requires a minimum of 41 credits in Family and Consumer Sciences including:

FCS 102	Clothing Selection and Construction	3 Credits
FCS 110	Orientation to Family and Consumer Sciences Professions	3 Credits
FCS 201	Food Science	3 Credits
FCS 321	Housing	3 Credits
FCS 340	Methods of Teaching & Communicating FCS	3 Credits
FCS 400	Early Childhood Education	3 Credits
FCS 412	Family and Consumer Sciences Curriculum & Instruction	3 Credits
FCS 430	Family Management	3 Credits
FCS 471	Senior Seminar	2 Credits

And one additional course numbered 300 or above in each of the five areas of Family and Consumer Sciences: *textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.* 15 Credits

In addition the following education courses are required for certification.

EDUC 100	Teaching as a Profession	1 Credit
EDUC 200	Developmental Psychology for the Classroom: Birth to Adolescence	3 Credits
EDUC 201	Field Experience I	1 Credit
EDUC 202	Field Experience II	1 Credit
EDUC 210	Classroom Management	3 Credits
EDUC 215	Exceptional Student in the Classroom	3 Credits
EDUC 260	Practicum in Current Teaching Techniques	3 Credits
EDUC 301	Field Experience III	1 Credit
EDUC 302	Field Experience IV	1 Credit
EDUC 335	Foundations of Literacy Development	5 Credits
EDUC 440	Foundations of American Education	2 Credits
EDUC 470	Professional Student Teaching Experience	12 Credits
EDUC 475	Senior Seminar	1 Credit

(taken concurrently with EDUC 470)



## GENERAL FAMILY AND CONSUMER SCIENCES

Required are a minimum of 30 credits in Family and Consumer Sciences including FCS 110 and FCS 471 and at least one course in each of the five areas of Family and Consumer Sciences: *textiles/clothing; nutrition/foods; child development/family life; interior design/housing; and consumer studies/management.*

Remaining required credits are to be selected in consultation with the student's advisor based on career objective (e.g., preK-6 certification, day care, community services, gerontology).

## FASHION MERCHANDISING

Required are 32 credits, consisting of 20 credits from Family and Consumer Sciences and 12 credits in supporting fields including business, communications, or art. It is highly recommended for fashion merchandising majors to double major in business administration or to minor in business administration.

Required courses from Family and Consumer Sciences are:

FCS 102	Clothing Selection and Construction	3 Credits
FCS 110	Orientation to Family and Consumer Sciences Professions	3 Credits
FCS 230	Textiles	3 Credits
FCS 304	Fashion Merchadising	3 Credits
FCS 306	Fashion Promotion	3 Credits
FCS 401	Historic Costume	3 Credits
FCS 471	Senior Seminar	2 Credits

## INTERIOR DESIGN

Required are:

FCS 110	Orientation to Family and Consumer Sciences Professions	3 Credits
FCS 230	Textiles	3 Credits
FCS 303	Applied Design	3 Credits
FCS 321	Housing	3 Credits
FCS 322	Interior Design I	3 Credits
FCS 323	Interior Design II	3 Credits
FCS 324	20 <sup>th</sup> Century Interiors	3 Credits
FCS 330	Household Equipment	3 Credits
FCS 425	Family Economics	3 Credits
FCS 471	Senior Seminar	2 Credits
ART 120	ntroduction to Visual Design	3 Credits
ART 130	Introduction to Drawing and Composition	3 Credits
ART 200	Survey of Art History (prehistory to 1400)	
or		
ART 201	Survey of Art History (1400 to present)	3 Credits
BUS 120	Survey of Business	3 Credits

A minor in Family and Consumer Sciences consists of 18 semester hours, nine hours of which must be chosen from courses numbered 300 or above.

## **NUTRITION AND WELLNESS**

A major in Nutrition and Wellness consists of:

FCS 240	Contemporary Nutrition and Wellness	3 Credits
FCS 350	Lifespan Nutrition and Wellness	3 Credits
FCS 355	Nutrition for the Athlete	3 Credits
FCS 455	Community Nutrition	3 Credits
PE 300	Personal and Community Health	3 Credits
PE 320	Kinesiology	3 Credits
PE 325	Principles of Health and Physical Fitness Assessment	3 Credits
PE 335	Physiology of Exercise	3 Credits
PE 427	Health Promotion and Wellness	3 Credits
BIOL 305	Introduction to Human Anatomy	3 Credits
CHEM 200	Fundamentals of Organic and Biochemistry	4 Credits
MATH 200	Introduction to Statistics	3 Credits
SOC 355	Counseling and Personal Development	3 Credits

The following courses are recommended electives to be chosen according to career objectives:

FCS 250	International Foods and Nutrition	3 Credits
FCS 460	Professional Family & Consumer Sciences Practicum	3 or 6 Credits
PE 205	Introduction to the Allied Health Professions	3 Credits
PE 480	Internship	3 Credits
BIOL 207	Organisms I	4 Credits
CHEM 405	Biochemistry	3 Credits

And any fitness activity course

A minor in Nutrition and Wellness consists of:

FCS 240	Contemporary Nutrition and Wellness	3 Credits
FCS 355	Nutrition for the Athlete	3 Credits
BIOL 305	Introduction to Human Anatomy	3 Credits
CHEM 200	Fundamentals of Organic and Biochemistry	4 Credits
PE 300	Personal and Community Health	3 Credits
PE 325	Principles of Health and Physical Fitness Assessment	3 Credits
PE 335	Physiology of Exercise	3 Credits
PE 427	Health Promotion and Wellness	3 Credits

**FCS 102      Clothing Selection and Construction      3 Credits      F**  
Factors influencing fashion, including the sociological and psychological aspects of clothing, wardrobe analysis, and basic construction.

*Alternate years; offered 2000 - 2001.*

**FSC 110      Orientation to Family and      3 Credits      F**  
**Consumer Sciences Professions**

An exploration of the field of Family and Consumer Sciences and its career opportunities.

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|----------------|---------------------|------------------|----------|
| <b>FCS 201</b> | <b>Food Science</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|---------------------|------------------|----------|
- Scientific principles involved in basic cookery are investigated with emphasis on quality characteristics and product evaluation. Structure, composition, and nutritive value of foods are studied as well as food selection, storage, preparation, processing, and meal management techniques.
- Alternate years; offered 2000 - 2001.*
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|----------------|-----------------|------------------|----------|
| <b>FCS 230</b> | <b>Textiles</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|-----------------|------------------|----------|
- Textile fibers, texts for identification, yarn and fabric constructions, methods of finishing, characteristics, uses and economics of textiles.
- Alternate years; offered 2001 - 2002.*
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|----------------|--|------------------|----------|
| <b>FCS 240</b> | <b>Contemporary Nutrition and Wellness</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|--|------------------|----------|
- Basic nutrition concepts, nutrition needs throughout the life cycle, and current nutrition issues.
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- |                |  |                  |                |
|----------------|--|------------------|----------------|
| <b>FCS 250</b> | <b>International Foods and Nutrition</b> | <b>3 Credits</b> | <b>F, I, S</b> |
|----------------|--|------------------|----------------|
- The importance of food and nutrition in individual lives, communities, and nations. This course develops an understanding of food customs and the influence of culture and religion on food habits, with emphasis on the non-western or Third World nations. Problems in nutrition and solutions currently being tried or projected through national, international, and voluntary agencies are studied. Laboratory experiences emphasize cultural influences on food ways.
- General Education: World Cultures.*
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|----------------|------------------------|------------------|----------|
| <b>FCS 301</b> | <b>Family Clothing</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|------------------------|------------------|----------|
- Clothing needs throughout the life cycle and construction of selected projects requiring advanced techniques.
- Prerequisite: FCS 102.*  
*Offered on demand.*
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|----------------|-----------------------|------------------|----------|
| <b>FCS 303</b> | <b>Applied Design</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|-----------------------|------------------|----------|
- Basic methodology of working with materials in special projects useful in interior design. Projects to be included are: furniture refinishing, upholstering, seat caning, window treatments, slipcovering, picture framing, and accessorizing.
- Alternate years; offered 2001 - 2002.*
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|----------------|------------------------------|------------------|----------|
| <b>FCS 304</b> | <b>Fashion Merchandising</b> | <b>3 Credits</b> | <b>I</b> |
|----------------|------------------------------|------------------|----------|
- Consideration of the major factors involved in the buying and merchandising of fashion products. Discussion of the dynamics of fashion: consumer buying, patterns, fashion buying, and fashion makers and retailers. A tour of New York City is included with visits to fashion retail merchandisers, pattern companies, fashion magazines and other fashion and merchandising related organizations.
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- |                |                          |                  |          |
|----------------|--------------------------|------------------|----------|
| <b>FCS 306</b> | <b>Fashion Promotion</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|--------------------------|------------------|----------|
- Investigation and application of effective promotional procedures of retail organizations including display, publicity, fashion show production, and various modes of advertising.
- Prerequisite: FCS 304 or consent of professor.*  
*Alternate years; offered 2000 - 2001.*

**FSC 312                      Perspectives on Aging                      3 Credits                      F**  
 Geriatrics with emphasis on current issues including family and societal responsibilities, housing, clothing, economics, and nutritional needs. Opportunities are provided for observation of residential and intermediate facilities and for field experiences with appropriate agencies.

*Offered on demand.*

**FSC 319                      Contemporary Family Relationships                      3 Credits                      F**  
 Designed to analyze family and interpersonal relationships from a variety of conceptual frameworks to gain an understanding of the changes in society relative to marriage and family. Emphasis is placed upon the reciprocal impacts of relationships within the family and a person's relationships to individuals and organizations outside the family. Knowledge and skills that facilitate an individual's choices and actions are examined.

**FSC 320                      Sociology of the Family                      3 Credits                      F**  
 (Cross-listed as Sociology 320)  
 Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.

**FSC 321                      Housing                      3 Credits                      S**  
 Aesthetic and economic factors and current problems in planning for family housing needs.  
*Alternate years; offered 2001 - 2002.*

**FSC 322                      Interior Design I                      3 Credits                      F**  
 The interior environment of the home; selection, use, and care of home furnishings.  
*Prerequisite: Art 120.*  
*Alternate years; offered 2000 - 2001.*

**FCS 323                      Interior Design II                      3 Credits                      S**  
 An advanced course in architectural interiors, including recent developments in lighting and acoustical technology. Included are the history, function, and planning of architecture; interior design in current practice; introduction to interior construction and mechanical systems; and over-view of the total profession.  
*Prerequisite: FCS 322 or permission of instructor.*  
*Alternate years; offered 2000 - 2001.*

**FCS 324                      20<sup>th</sup> Century Interiors                      3 Credits                      I**  
 A survey of interiors from 1900 to the present. Emphasis will be placed on the relationship of architecture and interior furnishings to the economic, political, religious, social and technical climate of the times.  
*Prerequisite: FCS 323.*

**FCS 326                      Balancing Work and Family                      3 Credits                      I**  
 The interaction between family membership and responsibilities and work roles and obligations. Topics include changing family roles for men and women; prioritizing family and individual goals and values; critical thinking and decision making; employer-based policies and services; management of resources; stress management; and public policy issues related to work and family.

<b>FCS 330</b>	<b>Household Equipment</b>	<b>3 Credits</b>	<b>S</b>
Principles involved in intelligent choice, care, and efficient operation of equipment in the home. Consideration is given to research findings and technological advances. <i>Alternate years; offered 2001 - 2002.</i>			
<b>FCS 340</b>	<b>Methods of Teaching and Communicating Family and Consumer Sciences</b>	<b>3 Credits</b>	<b>F</b>
Objectives, organization of materials, planning, special methods and techniques of communicating Family and Consumer Sciences. Consideration is given to current trends in Family and Consumer Sciences education and to presenting Family and Consumer Sciences to the general public. Organizational techniques and effective teaching methods and strategies are discussed to ensure the teaching of the content areas of the secondary Virginia Standards of Learning and the Family and Consumer Sciences National Standards. <i>Prerequisite: Junior classification.</i> <i>Offered on demand.</i>			
<b>FCS 350</b>	<b>Life Span Nutrition and Wellness</b>	<b>3 Credits</b>	<b>S</b>
Nutritional needs throughout each phase of the life cycle are emphasized. Instructional delivery appropriate to each age group is stressed. <i>Alternate years; offered 2001 - 2002.</i>			
<b>FCS 355</b>	<b>Nutrition for the Athlete</b>	<b>3 Credits</b>	<b>S</b>
A study of the effects of nutrition on the well being of the athlete and the relationship of good nutrition to optimum performance. <i>Prerequisite: FCS 240.</i>			
<b>FCS 400</b>	<b>Early Childhood Education</b>	<b>3 Credits</b>	<b>F, S</b>
Physical, psychological, and social development of the child in the family. Provisions are made for observing and working with preschool children. <i>Prerequisite: Sophomore, Junior, or Senior classification.</i>			
<b>FCS 401</b>	<b>Historic Costume</b>	<b>3 Credits</b>	<b>S</b>
Historical, literary, and artistic background of the costume of various countries from early civilizations to the present. <i>Prerequisite: History 101, 102, or 103.</i> <i>Alternate years; offered 2000 - 2001.</i>			
<b>FCS 408</b>	<b>Parent and Child Relationships</b>	<b>3 Credits</b>	<b>F</b>
Parent-child interactions through the child rearing years. The roles of parents, the changing nature of the parent-child relationships throughout life-cycle stages, and changes in contemporary family structures with concomitant effects on parent-child relations are considered. <i>Alternate years; offered 2001 - 2002.</i>			
<b>FCS 411</b>	<b>Day Care Management</b>	<b>3 Credits</b>	<b>S</b>
Procedures for operating a day care facility. Topics include insurance requirements, personnel management, emergency preparedness, legal considerations, budgeting, and expense accounting. The needs of infants and children as well as handicapped adults and the aged are considered. <i>Prerequisite: FCS 400 or permission of the instructor.</i> <i>Alternate years; offered 2001 - 2002.</i>			



<b>FCS 412</b>	<b>Family and Consumer Sciences Curriculum and Instruction</b>	<b>3 Credits</b>	<b>F, S</b>
<p>This course is designed to address instructional practice, management, and evaluation appropriate for the secondary Family and Consumer Sciences classroom. Laws governing vocational education, its management and guidance and its relationship to state and national programs is considered. Experiences with the Family and Consumer Sciences student organization, FHA/HERO, will be provided.</p> <p><i>Offered on demand.</i></p>			
<b>FCS 425</b>	<b>Family Economics</b>	<b>3 Credits</b>	<b>F</b>
<p>Principles of economic systems in relation to standards in selection of goods and services and sources of reliable consumer information.</p> <p><i>Prerequisite: Economics 200.</i></p>			
<b>FCS 430</b>	<b>Family Management</b>	<b>3 Credits</b>	<b>F</b>
<p>Management process and its significance on the quality of life experienced by families with consideration of values, goals, standards, decision making and resources.</p> <p><i>Prerequisite: Junior or Senior classification.</i></p> <p><i>Alternate years; offered 2001 - 2002.</i></p>			
<b>FCS 455</b>	<b>Community Nutrition</b>	<b>3 Credits</b>	<b>S</b>
<p>A study of the health and nutritional concerns and needs of a community; the nutritional services available to the community; preventive nutrition practices; and the process involved in identifying, designing, and implementing programs for the community.</p> <p><i>Prerequisite: FCS 240.</i></p> <p><i>Alternate years; offered 2000 - 2001.</i></p>			
<b>FCS 460</b>	<b>Professional Family and Consumer Sciences Practicum</b>	<b>3 or 6 Credits</b>	<b>F, I, S</b>
<p>Field experiences in occupations related to Family and Consumer Sciences. Opportunities, qualifications, skills, and professional standards and ethics are studies. Two hours per week in class and a minimum of 100 (3 credits) or 200 (6 credits) hours of field experiences.</p> <p><i>Prerequisite: Senior Classification.</i></p>			
<b>FCS 471</b>	<b>Senior Seminar</b>	<b>2 Credits</b>	<b>F, S</b>
<p>A capstone course emphasizing goal setting as well as personal and professional development and leadership skills. Involvement in professional organizations, the immediate and global community and service will be encouraged. Special topics and problems will be developed according to the individual's specialization and professional interests.</p>			
<b>FCS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FCS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FCS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>FCS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **FOREIGN LANGUAGES**

A major in French, German or Spanish consists of a minimum of 39 credits in courses numbered 300 or above: 21 credits at Bridgewater College including 310, 320, 325 or 335, 410, and 460; and participation in the junior year in Brethren Colleges Abroad (see page 24 for a description of the Brethren Colleges Abroad Program). Waivers and substitutions to this requirement will be considered by the Vice President and Dean for Academic Affairs upon petition by the student. Appropriate conditions for granting a waiver or substitution may include, but are not limited to, academic, health, and financial considerations.

A minor in French, German or Spanish consists of 310, 320, 325 or 335, 410 and two additional courses numbered above 300.

Courses numbered 201 and 202 are prerequisite to all courses of a higher number taught in the language unless the department determines that a student is otherwise qualified.

### **FRENCH**

**FREN 101, 102 Elementary French** **3 Credits each** **F, S**  
Introduction to the structure and practice of modern French.

*Prerequisite for FREN 102: FREN 101 or placement.*

**FREN 110 Live Lab: Beginning Conversation** **1 Credit** **S**  
Optional practice in speaking French at the beginning level. Student must be concurrently enrolled in French 102.

**FREN 201, 202 Intermediate French** **3 Credits each** **F, S**  
Basic principles, and practice in speaking, hearing, and writing simple French. Reading of modern cultural and literary texts is included.

*Prerequisite for FREN 201: FREN 102 or placement.*

*Prerequisite for FREN 202: FREN 201 or placement.*

**FREN 111 Live Lab: Intermediate Conversation I** **1 Credit** **F**  
Optional practice in speaking French at the intermediate level. Student must be concurrently enrolled in French 201.

**FREN 112 Live Lab: Intermediate Conversation II** **1 Credit** **S**  
Optional practice in speaking French at the intermediate level. Student must be concurrently enrolled in French 202.

**FREN 242 French Colonial Empire** **3 Credits** **I**  
The French Colonial Empire: how it came into being, the social and historical development of the separate colonies, the period of liberation, and its modern day form. The course is taught in English.

*General Education: World Cultures.*

<b>FREN 303</b>	<b>French Louisiana</b>	<b>3 Credits</b>	<b>I</b>
A study of the various cultures that make up French Louisiana. After a week of preliminary study on campus, there will be a travel experience to French Louisiana to visit New Orleans, the swamps of the Atchafalaya basin and the plantations along the Mississippi River. <i>Prerequisite: One course in the sequence of French 101-202</i> <i>General Education: Development of Western Culture, no specific period..</i>			
<b>FREN 310</b>	<b>Conversation and Diction</b>	<b>3 Credits</b>	<b>S</b>
Intensive practice, designed to promote fluency in speaking correct and idiomatic French.			
<b>FREN 315</b>	<b>Business French</b>	<b>3 Credits</b>	<b>S</b>
Commercial and technical vocabulary and trade customs in conjunction with practice in the art of commercial communication, including interviews, telephone conversations, letter writing, marketing projects, and simultaneous interpretation. Given in French.			
<b>FREN 320</b>	<b>Advanced Grammar</b>	<b>3 Credits</b>	<b>F</b>
Study and analysis of advanced grammatical structures; translation exercises and composition work.			
<b>FREN 321</b>	<b>Composition and Creative Writing</b>	<b>3 Credits</b>	<b>S</b>
Analysis of structure and style; exercises in composition; special attention to idiomatic use of language; practical experience in writing poetry and prose. <i>Prerequisite: FREN 320.</i>			
<b>FREN 325</b>	<b>Survey of French Literature I</b>	<b>3 Credits</b>	<b>F</b>
Representative French authors from the Middle Ages through the eighteenth century including social and historical background. <i>General Education: Development of Western Culture, Renaissance/Early Modern.</i>			
<b>FREN 335</b>	<b>Survey of French Literature II</b>	<b>3 Credits</b>	<b>S</b>
Representative French authors from the nineteenth and twentieth centuries. Social and historical background is included. <i>General Education: Development of Western Culture, Contemporary.</i>			
<b>FREN 360</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, I, S</b>
Devoted to a subject chosen from the corpus of Francophone language, civilization, and literature. Possible topics include French African literature, and phonetics, drama, French Canadian literature, civilization and culture of the French Caribbean. This course may be taken more than once, provided different topics are covered.			
<b>FREN 410</b>	<b>French Culture and Civilization</b>	<b>3 Credits</b>	<b>F</b>
Historical development of France; political, social, and educational institutions; and movements in art and music. Emphasis is on the life, customs, and character of the people today. Given in French. <i>General Education: Development of Western Culture, Contemporary.</i>			
<b>FREN 416</b>	<b>French African Literature</b>	<b>3 Credits</b>	<b>I</b>
Writings of francophone African authors, primarily of short stories and poetry. Given in French.			

**FREN 425      Literature and Life of the Middle Ages      3 Credits      F**  
**and the Renaissance**

*La Chanson de Roland*, Marie de France, Villon, Rabelais, Montaigne, Du Bellay, Ronsard and others are studied in modern French. Social and historical background is included. Given in French.

*General Education: Development of Western Culture, Ancient/Medieval.*

**FREN 435      Literature and Life      3 Credits      F**  
**of the Classical Period**

Art and ideas of the significant classical writers and the social and historical background. Given in French.

*General Education: Development of Western Culture, Renaissance/Early Modern.*

**FREN 445      The Age of Enlightenment      3 Credits      S**

The literary works of Voltaire, Rousseau, and other pre-Revolutionary writers. Social and historical background of the French Revolution. Given in French.

*General Education: Development of Western Culture, Renaissance/Early Modern.*

**FREN 460      Senior Seminar      3 Credits      F**

Discussion and oral presentation of a research paper by students on topics in Francophone language, culture, and literature.

## **GERMAN**

**GER 101, 102      Elementary German      3 Credits each      F, S**

Introduction to the structure and practice of modern German.

*Prerequisite for GER 102: GER 101 or placement.*

**GER 110      Live Lab: Beginning Conversation      1 Credit      S**

Optional practice in speaking German at the beginning level. Student must be concurrently enrolled in German 102.

**GER 201, 202      Intermediate German      3 Credits each      F, S**

Basic principles, and practice in speaking, hearing, and writing simple German. Reading of modern cultural and literary texts is included.

*Prerequisite for GER 201: GER 102 or placement.*

*Prerequisite for GER 202 : GER 201 or placement.*

**GER 111      Live Lab: Intermediate Conversation I      1 Credit      F**

Optional practice in speaking German at the intermediate level. Student must be concurrently enrolled in German 201.

**GER 112      Live Lab: Intermediate Conversation II      1 Credit      S**

Optional practice in speaking German at the intermediate level. Student must be concurrently enrolled in German 202.

- GER 310                      Conversation and Diction                      3 Credits**  
Intensive practice, designed to promote fluency in speaking correct and idiomatic German.  
*Offered on demand.*
- GER 315                      Business German                      3 Credits**  
Commercial and technical vocabulary and trade customs in conjunction with practice in the art of commercial communication, including interviews, telephone conversations, letter writing, marketing projects, and simultaneous interpretation. Given in German.  
*Offered on demand.*
- GER 320                      Advanced Grammar                      3 Credits**  
Study and analysis of advanced grammatical structures; translation exercises and some limited composition work.  
*Offered on demand.*
- GER 321                      Composition and Creative Writing                      3 Credits**  
Analysis of structure and style; exercises in composition; special attention to idiomatic use of language; practical experience in writing poetry and prose.  
*Prerequisite: GER 320.*  
*Offered on demand.*
- GER 325                      Survey of German Literature I                      3 Credits**  
Representative German authors from the Middle Ages through the eighteenth century including social and historical background.  
*Offered on demand.*  
*General Education: Development of Western Culture, Renaissance/Early Modern.*
- GER 335                      Survey of German Literature II                      3 Credits**  
Representative German authors from the nineteenth and twentieth centuries. Social and historical background is included.  
*Offered on demand.*  
*General Education: Development of Western Culture, Contemporary.*
- GER 360                      Special Topics                      3 Credits**  
Devoted to a subject chosen from the corpus of Germanic language, civilization, and literature. Possible topics include dialectology, scientific German, modern German literature, German American studies, music in German culture. A student is allowed to take the course more than once, provided different topics are covered.  
*Offered on demand.*
- GER 410                      German Culture and Civilization                      3 Credits**  
Historical development of Germany; political, social, and educational institutions; and movements in art and music. Emphasized are the life, customs, and character of the people of today. Given in German.  
*Offered on demand.*  
*General Education: Development of Western Culture, Contemporary.*



**GER 420                      German Literature of the Nineteenth                      3 Credits**  
**Century**

Representative writers of the nineteenth-century. Social and historical background. Given in German.

*Offered on demand.*

*General Education: Development of Western Culture, Contemporary.*

**GER 460                      Senior Seminar    3 Credits**

Discussion and oral presentation of a research paper by students on topics in Germanic language, culture, and literature.

*Offered on demand.*

**SPANISH**

**SPAN 101, 102    Elementary Spanish    3 Credits each                      F, S**

Introduction to the structure and practice of modern Spanish.

*Prerequisite for SPAN 102: SPAN 101 or placement.*

**SPAN 110            Live Lab: Beginning Conversation                      1 Credit                      S**

Optional practice in speaking Spanish at the beginning level. Student must be concurrently enrolled in Spanish 102.

**SPAN 109            Intensive Elementary Spanish    3 Credits                      S**

An intensive review of elementary Spanish grammar, reading, speaking, listening, and cultural skills. Includes one (1) hour work a week in language lab. For students who have had two (2) or more years of high school Spanish or for those who qualify through the placement exam.

*Prerequisite: Two or more years of high school Spanish or placement.*

**SPAN 201, 202    Intermediate Spanish    3 Credits each                      F, S**

Principles, and practice in speaking, hearing, and writing simple Spanish. Reading of modern cultural and literary texts is included.

*Prerequisite for SPAN 201: SPAN 102 or placement.*

*Prerequisite for SPAN 202: SPAN 201 or placement.*

**SPAN 111            Live Lab: Intermediate Conversation I                      1 Credit                      F**

Optional practice in speaking Spanish at the intermediate level. Student must be concurrently enrolled in Spanish 201.

**SPAN 112            Live Lab: Intermediate Conversation II                      1 Credit                      S**

Optional practice in speaking Spanish at the intermediate level. Student must be concurrently enrolled in Spanish 202.

**SPAN 243            Aztecs, Mayas, and Incas    3 Credits                      I**

A study of three important pre-Columbian Indian civilizations of Latin America. Discussions focus on such topics as social structure and customs, rites and ceremonies, religion and mythology, and art and music. Taught in English.

*General Education: World Cultures.*

- SPAN 308**      **Spanish Life and Culture**      **3 Credits**      **I**  
 Castle hopping in Spain. History, culture, and geography of Spain are studied by traveling from the austere medieval castles in the Central region to the lush Islamic palaces in Southern Spain.  
*General Education: World Cultures.*
- SPAN 310**      **Conversation and Diction**      **3 Credits**      **S**  
 Intensive practice, designed to promote fluency in speaking correct and idiomatic Spanish.
- SPAN 315**      **Business Spanish**      **3 Credits**      **S**  
 Commercial and technical vocabulary and trade customs in conjunction with practice in the art of commercial communication, including interviews, telephone conversations, letter writing, marketing projects, and simultaneous interpretation. Given in Spanish.
- SPAN 320**      **Advanced Grammar**      **3 Credits**      **F**  
 Study and analysis of advanced grammatical structures; translation exercises and some limited composition work.
- SPAN 321**      **Composition and Creative Writing**      **3 Credits**      **S**  
 Analysis of structure and style; exercises in composition; special attention to idiomatic use of language; practical experience in writing poetry and prose.  
*Prerequisite: SPAN 320.*
- SPAN 325**      **Survey of Spanish Peninsular Literature**      **3 Credits**      **F, S**  
 Representative Peninsular authors from the Middle Ages through the twentieth-century including social and historical background.  
*General Education: Development of Western Culture, Renaissance/Early Modern.*
- SPAN 335**      **Survey of Latin American Literature**      **3 Credits**      **F, S**  
 Representative Latin American authors from the discovery of the Americas through the twentieth century. Social and historical background is included.  
*General Education: World Cultures.*
- SPAN 360**      **Special Topics**      **3 Credits**      **F, I, S**  
 Devoted to a subject chosen from the corpus of Hispanic language, civilization, and literature. Possible topics include Golden Age drama, Alfonso Sastre, phonetics, music in Latin America. A student is allowed to take the course more than once, provided different topics are covered.
- SPAN 410**      **Spanish Culture and Civilization**      **3 Credits**      **F, S**  
 The historical development of Spain; political, social, and educational institutions; and movements in art and music. Emphasis is on the life, customs, and character of the people today. Given in Spanish.  
*General Education: Development of Western Culture, Contemporary.*

**SPAN 420**      **Medieval and Golden Age Literature and Life**      **3 Credits**      **S**

Spanish masterpieces dating from the epic, *El Cid*, through the works of Cervantes, Lope de Vega, Calderon, and others.

*General Education: Development of Western Culture, Renaissance/Early Modern.*

**SPAN 431**      **Latin American Narrative**      **3 Credits**      **S**

The modern short story and novel in Latin America. Social and historical background is included.

*General Education: World Cultures.*

**SPAN 440**      **Literature and Life of the Nineteenth Century**      **3 Credits**      **S**

The principal peninsular writers of Romanticism and Realism and the society in which they lived.

*General Education: Development of Western Culture, Contemporary.*

**SPAN 460**      **Senior Seminar**      **3 Credits**      **F**

Discussion and oral presentation of a research paper by students on topics in Hispanic language, culture, and literature.

### **RELATED COURSES: LINGUISTICS**

**ENG 300**      **General Linguistics**      **3 Credits**      **S**

Introduction to linguistic science. Descriptive linguistics: phonemics, morphemics, syntax; comparative-historical linguistics.

*Prerequisite: Foreign language at the intermediate level or permission of the instructor.*

*Offered on demand.*

## **HEALTH AND EXERCISE SCIENCE**

A major in Health and Exercise Science consists of not less than 42 credits, including three activity courses of which one must be swimming, and ES courses numbered 201, 300, 310, 320, 335, 350, 360, 364, 365, 368, 385, 426, and 440; and BIOL 305. In addition to the above requirements, students seeking teaching certification in Health and Exercise Science must complete EDUC 100, 200, 201, 202, 210, 215, 260, 301, 302, 335, 440, 470, 475; a minimum of 4 credits from ES 371-379 and ES 340.

A major in Allied Health Science consists of 40 credits including ES courses numbered 201, 300, 320, 325, 335, 360, 427 and 440; MATH 200; BIOL 305 and 314; CHEM 125; and FCS 240.

A minor in coaching consists of ES 310, 335, 360, 368, 440, three courses from ES 371-380, and ES 480. This minor may not be taken with a major in Health and Exercise Science.

A major in Sports Medicine is designed for individuals preparing for an allied health career in athletic training. In addition, the Sports Medicine Major provides an added avenue for students interested in pursuing a post-graduate degree in physical therapy or occupational therapy. This major consists of 45 credits from the following courses: SM 200, 206, 300, 301, 305, 370 and 470; BIOL 305 and 314; FCS 240; ES 300, 320, 335 and 360.

For the major in Sports Medicine, students are required to maintain a 2.5 GPA and complete the application process to the Department of Health and Exercise Science prior to spring semester of their sophomore year. Additionally, students must complete 1500 clock hours of clinical experience under the supervision of a certified athletic trainer (ATC) with no more than 750 hours in one academic year. Following completion of this program, a student who graduates by May 2003\* and is recommended by the supervising ATC will be qualified to sit for the National Athletic Trainers Association Board of Certification exam. Please see page 117 for course descriptions.

A major in Nutrition and Wellness consists of FCS 240, 350, 355, 455; ES 300, 320, 325, 335, 427; BIOL 305; CHEM 200; MATH 200; and SOC 355. The following courses are recommended electives to be chosen according to career objectives: FCS 250 and 460; ES 205 and 480; BIOL 207; CHEM 405; and any fitness activity course.

A minor in Nutrition and Wellness consists of FCS 240 and 355; BIOL 305; CHEM 200; and ES 300, 325, 335, and 427.

Skills for a lifetime are important in the development of the whole person. Activities that can develop new physical skills and awareness are an objective of the department of Health and Exercise Science.

Skill development in physical activity is a part of the general education program. Each activity course meets 30 hours a semester and carries one credit.

No more than four credits in activity courses may be applied toward graduation. The activities offered are listed below. All activities will meet the General Education requirement.

ES 110	Archery	1 Credit	F, S
ES 115	Badminton	1 Credit	S
ES 120	Bowling	1 Credit	F, S
ES 123	Ballet	1 Credit	F, S
ES 126	Aerobic Dancing	1 Credit	F, S
ES 135	Golf	1 Credit	F, S
ES 145	Handball-Racquetball	1 Credit	S
ES 152	Snow Skiing	1 Credit	I, S
ES 162	Swimming	1 Credit	F, S
ES 163	Aquarobics	1 Credit	F, S

ES 165	Tennis	1 Credit	F, S
ES 175	Conditioning and Weight Training	1 Credit	F, S
ES 177	Fitness-Jogging	1 Credit	F, S
ES 180	Fitness and Weight Control	1 Credit	S
ES 190	Cycling	1 Credit	F
ES 362	Lifeguard Training	1 Credit	S

**ES 201                      Health Concepts and Strategies                      2 Credits                      F**

Research, reports, and guided discussion in areas of personal health, school health, and community health that are especially pertinent in today's society.

**ES 205                      Introduction to the Allied Health                      3 Credits                      I**  
**Professions**

Several allied health professions including physical therapy, occupational therapy, exercise physiology, respiratory therapy, cardiac fitness, and nutrition. The class visits various allied health sites in the Shenandoah Valley. After students familiarize themselves with several allied health professions, each student chooses one area of particular interest to research.

**ES 207                      First Respondent First Aid                      3 Credits                      S**  
**and Emergency Care**

Provides training in the provision of emergency care for those who are likely to be the first person responding to the scene of an accident, fire, or medical emergency.

**ES 300                      Personal and Community Health                      3 Credits                      F**

Contemporary health problems: mental health, exercise and weight control, stimulants and depressants, communicable diseases, marriage and family relationships.

**ES 310                      History and Principles of Health                      3 Credits                      S**  
**and Exercise Science**

Relationships of fields of health, exercise science, and recreation to each other and to general education. Study of historical and philosophical backgrounds. Analysis of objectives of exercise science based on the principles of physiology, psychology, and sociology.

**ES 315                      Wilderness Orientation                      3 Credits                      I**

Students will learn a variety of outdoor skills and techniques including minimum impact backpacking and camping, guide interpretation, orienteering, and compass reading, back country first aid, and introductory rock climbing. Students will gain practical experience in wilderness leadership to help prepare for summer camp positions and opportunities in the field of outdoor education and recreation. The field portion of the course is in the remote back-country area of Big Bend National Park in Texas. Intense pace requires motivation and good physical condition.

*Prerequisite: Approval of instructor (personal fitness will be a parameter).*

**ES 320                      Kinesiology                      3 Credits                      S**

Human motion including the mechanical, anatomical, and physiological principles that govern the moving body. A review of selected body structures and an analysis of simple movements is included.

*Prerequisite: BIOL 305.*



<b>ES 325</b>	<b>Principles of Health and Physical Fitness Assessment</b>	<b>3 Credits</b>	<b>S</b>
Practical experience in evaluation of physical fitness and its application to the implementation of safe and effective exercise training programs.			
<b>ES 335</b>	<b>Physiology of Exercise</b>	<b>3 Credits</b>	<b>F, S</b>
Basic physiological concepts of the nervous, muscular, and energy systems. Included is the effect of exercise on such functions as circulation, respiration, and temperature regulation.			
<i>Prerequisite: BIOL 305.</i>			
<b>ES 336</b>	<b>Practicum in Athletic Training</b>	<b>1 Credit</b>	<b>F, S</b>
Practical applications and knowledge of basic athletic training skills.			
<i>Prerequisites: BIOL 305, ES 320, 335; and approval of the athletic trainer. Course may be repeated for a maximum of two credits.</i>			
<b>ES 340</b>	<b>Health and Exercise Science Methods</b>	<b>3 Credits</b>	<b>S</b>
Administration of school health and exercise science programs, including health instruction, environmental services, and curriculum content. Methods and materials used in teaching health and exercise science are covered. Experiences in unit structure and application of teaching techniques are provided.			
<i>Prerequisite: ES 300 or permission of the instructor.</i>			
<b>ES 350</b>	<b>Tests and Measurements</b>	<b>3 Credits</b>	<b>S</b>
Methods used in finding the abilities and ratings of students in health and exercise science. Tests and measurements of physical fitness, social efficiency, and motor and physical skill.			
<b>ES 360</b>	<b>Organization and Administration of Health and Exercise Science</b>	<b>3 Credits</b>	<b>F</b>
Desirable standards and policies in the organization, supervision, and administration of health, exercise science and athletics on all school levels and in all phases of the program.			
<b>ES 363</b>	<b>Lifeguarding Instructor</b>	<b>2 Credits</b>	<b>S</b>
Designed to train instructor candidates to teach the American Red Cross (ARC) courses and to review courses and challenges in the following: Lifeguard Training, Community Water safety, CPR for the Professional Rescuer, Lifeguarding Instructor Aide and Longfellow's Whales Tales.			
<b>ES 364</b>	<b>Team Sports</b>	<b>2 Credits</b>	<b>F</b>
Designed to increase the knowledge and skill of the student in numerous team sports. Readings from noted authors, construction of teaching credits, and exposure to several activities increase the student's knowledge and skills in the field.			
<b>ES 365</b>	<b>Individual and Dual Sports</b>	<b>2 Credits</b>	<b>F</b>
Designed to increase the knowledge and skill of the student in numerous individual and dual sports. Readings from noted authors, construction of teaching credits, and exposure to several activities are included.			

**ES 366                      Water Safety Instructor                      2 Credits                      F**

Designed to train instructor candidates to teach the American Red Cross (ARC) Swimming and Water Safety course in the following: Infant and pre-school Aquatics program, Levels I-VII of the learn to Swim program, Levels I-VII of the learn to Swim program, Community Water Safety Course, Water Safety Instructor Aide Course, and Safety Training for Swim Coaches Course (additional training required).

*Prerequisite: ES 363.*

**ES 368                      Psychological Principles of                      3 Credits                      S**  
**Physical Education and Sports**

How basic psychological learning principles apply to the acquisition of motor skills. Motivation, discipline, aggressiveness, various approaches to coaching, the problem athlete and other psychological and sociological implications emanating from athletic competition are included.

**ES 371-380                      Teaching and Coaching Methods                      1-2 Credits                      F, S**

Techniques of teaching and coaching popular sports from basic fundamentals to detailed strategies. Organizational methods and administrative concerns particular to the specific sport are included.

**ES 371                      Coaching Football                      2 Credits                      F**

**ES 372                      Coaching Track and Field                      1 Credit                      S**

**ES 373                      Coaching Basketball                      2 Credits                      F**

**ES 374                      Coaching Baseball and Softball                      1 Credit                      S**

**ES 375                      Coaching Tennis                      1 Credit                      F**

**ES 376                      Coaching Field Hockey                      1 Credit                      F**

**ES 377                      Coaching Volleyball                      1 Credit                      F**

**ES 379                      Coaching Soccer                      1 Credit                      F**

**ES 381                      Medical and Anatomical Management                      3 Credits                      F**  
**of Athletic Injuries**

Principles of injury recognition and initial management of sports injuries for coaches, physical education teachers, and other athletic health care personnel.

*Prerequisite: BIOL 305.*

**ES 385                      Adaptive Physical Education                      3 Credits                      F, S**  
**and Recreation**

Exposure to the recreational needs and capabilities of the physically and mentally handicapped. Physical education class adaptation for the handicapped is emphasized, along with orientation to wheelchair sports. Opportunities for working in art, crafts, drama, and music are available for persons qualified in these areas.

*Prerequisite: Permission of instructor.*

**ES 386                      Diagnostic Techniques                      3 Credits                      S**  
**of Athletic Training**

Advanced study of the etiology, pathology, and clinical signs of common athletic injuries. Diagnostic and rehabilitation procedures for treating athletic injuries by the athletic trainer are emphasized.

*Prerequisite: ES 381.*

<b>ES 410</b>	<b>Issues in Athletic Training and Sports Medicine</b>	<b>2 Credits</b>	<b>S</b>
Current issues and trends in athletic training with emphasis on the professional preparation of athletic trainers and the role of the certified athletic trainer in athletic health care delivery systems.			
<b>ES 420</b>	<b>Leadership in Recreation</b>	<b>3 Credits</b>	<b>I</b>
Recreation in the home, school, church, youth and other community organizations. Practical work in social and recreational activities. The course is designed for those who wish to specialize in recreational leadership and arts and crafts.			
<i>Offered on demand.</i>			
<b>ES 426</b>	<b>Movement Experiences for Elementary Children</b>	<b>3 Credits</b>	<b>S</b>
Basic concepts and techniques in movement education, including elementary gymnastics and rhythmic activities. Opportunities for practical application of movement education teaching techniques provided.			
<b>ES 427</b>	<b>Health Promotion and Wellness</b>	<b>3 Credits</b>	<b>S</b>
A multifaceted approach to understanding the role of physical activity for the adult. The student identifies the risk factors associated with coronary heart disease and the role of physical activity in risk factor modification.			
<i>Alternate years.</i>			
<b>ES 440</b>	<b>First Aid and Prevention of Athletic Injuries</b>	<b>3 Credits</b>	<b>S</b>
Fundamentals of administering first aid in all its aspects with attention to the prevention and treatment of athletic injuries. Emphasis is placed on general safety procedures surrounding activities of school, college, and community environments. (Same as SM 200).			
<b>ES 441</b>	<b>Principles and Methodologies of Safety</b>	<b>3 Credits</b>	<b>I</b>
Analysis of traffic accident problems, with emphasis on the methods of preventing and mitigating traffic accidents. Pedestrian, bicycle, and motorcycle safety are also stressed along with basic safety concepts. Designed for the student who plans to teach driver education.			
<b>ES 445</b>	<b>Driver Education</b>	<b>3 Credits</b>	<b>F, S</b>
Designed for the student who plans to teach driver education. Included are critical analysis of traffic accidents, relation of attitude factors to safety, essentials of automobile operation, and traffic laws and regulations. Experiences include the use of psychophysical and psychological tests in the development of driving skills and practice in driving instruction.			
<i>Prerequisite: Admission to the secondary education program or consent of the department.</i>			

<b>ES 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ES 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ES 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>ES 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

### **SPORTS MEDICINE**

<b>SM 200</b>	<b>First Aid and Prevention of Athletic Injuries</b>	<b>3 Credits</b>	<b>F</b>
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Fundamentals of administering first aid in all aspects with attention to the prevention and treatment of athletic injuries. Emphasis is placed on general safety procedures surrounding activities of school, college and community environments. (Same as ES 440).

<b>SM 206</b>	<b>Basic Concepts in Athletic Training</b>	<b>3 Credits</b>	<b>F</b>
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Designed to introduce the student to risk factors, causes and treatments of athletic injuries. The student should demonstrate a clear understanding of the prevention, etiology (anatomical, biomechanical and physiological mechanisms), recognition and treatment of recreational and competitive sports injuries.

*Prerequisites: SM 200, BIOL 305, ES 320, and ES 335*

<b>SM 300</b>	<b>Athletic Injury Evaluation</b>	<b>4 Credits</b>	<b>S</b>
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Designed to address systemic evaluation techniques of athletic injuries. At the completion of this course, the student should be able to demonstrate psychomotor and analytical skills to accurately complete a systemic evaluation of an athletic injury, suggest a physical dysfunction based on the analysis of the evaluation findings and plan a treatment approach based on the assessment.

*Prerequisites: SM 206 and BIOL 314*

<b>SM 301</b>	<b>Therapeutic Modalities</b>	<b>4 Credits</b>	<b>S</b>
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Designed to provide the student with a complete understanding of the theoretical bases of treatment goals, appropriate therapeutic modality selection, application and assessment of the treatment response that is required for the successful integration of therapeutic modalities into the athletic training practice. This course will also provide the student with the theoretical foundations (physiology, physics and safety) for appropriate decision making in the selection of the appropriate therapeutic modality. The student will learn the appropriate psychomotor skills for pre-treatment assessment, treatment set-up, modality application, and assessment of treatment response and appropriate documentation.

*Prerequisite: SM 300*

<b>SM 305</b>	<b>Therapeutic Exercise and Rehabilitation</b>	<b>4 Credits</b>	<b>F</b>
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Designed to allow the student to develop a rehabilitation program for an individual recovering from an athletic injury. Upon successful completion of this course, the student will be able to present a theoretical and practical approach for the design of rehabilitation protocols and the use of available rehabilitation equipment.

*Prerequisite: SM 300*

<b>SM 370</b>	<b>Practicum/Counseling in Athletic Training I</b>	<b>3 Credits</b>	<b>F</b>
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Designed to provide the student with additional opportunities for practical application of the basic concepts of athletic training. The class will provide a large number of experiences geared toward critically analyzing injuries and their ensuring treatments.

*Prerequisite: SM 305*

<b>SM 470</b>	<b>Practicum/Counseling in Athletic Training II</b>	<b>3 Credits</b>	<b>F</b>
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Designed to introduce the student to the advanced concepts of athletic training. It will involve a practical application approach to daily injury prevention, evaluation and rehabilitation techniques. The course will identify similarities of athletic injuries to corporate injuries and make the student proficient in administering Preparticipation athletic assessments. Students will complete all requirements set forth by the National Athletic Trainers Association Board of Certification (NATABOC) for examination and perform inservices for underclass student athletic trainers.

*Prerequisite: SM 370*

<b>SM 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
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<b>SM 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
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<b>SM 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
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<b>SM 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>
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## **HISTORY AND POLITICAL SCIENCE**

The courses offered by the Department of History and Political Science provide a broad exposure to the historical evolution and contemporary challenges of the world and its peoples. The departmental program consists of majors in history, political science, history and political science, and international studies, and minors in history and political science. Students pursuing a major or minor in the department demonstrate a wide variety of career interests, including law, secondary and higher education, museum and archival work, journalism, government service, and international organizations. Several courses meet one of the general education requirements in Development of Western Culture, World Cultures, or Individual and Society. In addition to a curriculum spanning chronological periods and world regions, the department provides a thorough grounding in the disciplinary perspectives of history and political science, distinctive on- and off-campus experiences during the interterm, and an active internship program for juniors and seniors.

A major in **History** consists of 33 credits and is distributed as follows:

Nine credits in United States History selected from:

HIST 355	History of U. S. Foreign Relations
HIST 360	American Constitutional Development
HIST 362	History of the South
HIST 366	History of Colonial and Revolutionary America
HIST 370	Nineteenth Century U. S. Social History
HIST 380	Twentieth Century U. S. Social History

Nine Credits in European History:

HIST 302	Twentieth Century Europe
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And six credits selected from:

HIST 300	Seventeenth and Eighteenth Century Europe
HIST 301	Nineteenth Century Europe
HIST 330	England and the British Empire

Six credits in Non-Western History selected from:

HIST 400	History of Russia to 1801
HIST 401	Revolutionary Russia, 1801 to the Present
HIST 420	East Asia
HIST 430	Southeast Asia
HIST 440	Middle Eastern History since A. D. 600

Three credits in HIST 470: Seminar in Historiography.

Six credits in electives from History or Political Science courses numbered 300 or above.

HIST 101, 102, 103, 201, and 202 are co-requisites to a major in History and should be completed by the end of the sophomore year.

A major in **History and Political Science** consists of 36 credits and is distributed as follows:

PSCI 200 Introduction to Political Science

Six Credits in European History selected from:

HIST 300        Seventeenth and Eighteenth Century Europe or HIST 301 Nineteenth Century Europe and

HIST 302        Twentieth Century Europe or HIST 330 England and the British Empire

Three credits in American History selected from:

HIST 360        American Constitutional Development

HIST 362        History of the South

HIST 366        History of Colonial and Revolutionary America

HIST 370        Nineteenth Century United States Social History

HIST 380        Twentieth Century United States Social History

Three credits in Non-Western History selected from:

HIST 400        History of Russia to 1801

HIST 401        Revolutionary Russia, 1801 to the present

HIST 410        Latin America

HIST 420        East Asia

HIST 430        Southeast Asia

HIST 440        Middle Eastern History Since 600 A. D.

Six credits in American Politics:

PSCI 210        United States Government

PSCI 310        State, City, and Rural Government

Three credits in International Politics selected from:

PSCI 335        Peace, War, and World Politics

PSCI 370        International Law and Organization

PSCI 410        Comparative Politics

PSCI 440        Politics of International Economic Relations

Twelve credits consisting of six credits in electives from History and six credits from Political Science. Either HIST 470 or PSCI 470 must be included in the elective courses. Students seeking teacher certification in History and Social Studies must substitute GEOG 340 and 350 in place of the History electives and ECON 200 and 210 in place of the Political Science electives.

HIST 101, and HIST 102 or 103; HIST 201 and 202 are co-requisites to a major in History and Political Science and should be completed by the end of the sophomore year.

A major in **Political Science** consists of 33 credits and is distributed as follows:

Twelve credits of core courses:

PSCI 350        Methods of Research and Data Analysis I

PSCI 400        Classical Political Theory

PSCI 401        Contemporary Political Thought

PSCI 470        Seminar in International Studies and Political Science

**Nine credits in American Politics:**

PSCI 310            State, City, and Rural Government

**And six credits selected from:**

PSCI 326            Introduction to Public Administration

PSCI 327            Public Policy Making

PSCI 330            American Political Parties

PSCI 355            History of United States Foreign Relations

PSCI 360            American Constitutional Development

**Six credits in International Politics selected from:**

PSCI 335            Peace, War, and World Politics

PSCI 370            International Law and Organization

PSCI 436            United Nations

PSCI 410            Comparative Politics

Six credits in electives from History or Political Science courses numbered 300 or above.

HIST 101, 102, 103 and PSCI 200 and 210 are co-requisites to a major in Political Science and should be completed by the end of the sophomore year.

A major in **International Studies** consists of 39 credits and is distributed as follows:

**Twelve credits in History selected from:**

HIST 302            Twentieth Century Europe

HIST 400            History of Russia to 1801

or

HIST 401            Revolutionary Russia, 1801 to the Present

HIST 410            Latin America

HIST 420            East Asia

or

HIST 430            Southeast Asia

HIST 440            Middle Eastern HIST Since A. D. 600

**Twelve credits of required courses:**

PSCI 350            Methods of Research and Data Analysis I

PSCI 410            Comparative Politics

PSCI 440            Politics of International Economic Relations

or

ECON 440           International Economics

PSCI 470            Seminar in International Studies and Political Science

**Six additional credits in Political Science selected from:**

PSCI 335            Peace, War, and World Politics

PSCI 355            History of U. S. Foreign Relations

PSCI 370            International Law and Organization

PSCI 436            United Nations

**Three credits in Religion:**

REL 340            Religions of the Near East

or

REL 350            Religions of the Far East

Six credits in Sociology selected from:

SOC306                Culture of Japan

SOC309                Cultures of Africa

SOC325                Development and Underdevelopment in the Modern World

ECON 200, 210, HIST 103 and PSCI 200 are co-requisites to a major in International Studies and should be completed by the end of the sophomore year. Recommended but not required courses include BIOL 230, ECON 340, and ECON 430. A language minor and participation in the Brethren Colleges Abroad Program are strongly recommended for a major in International Studies.

A minor in History consists of 18 credits and is distributed as follows: six credits in American History including three credits from HIST 366, 370, 380; and three credits from HIST 355, 360, 362; six credits in European History from HIST 300, 301, 302, 330; and six credits in Non-Western History from HIST 400 or 401, 410, 420 or 430, 400. HIST 101, 102, 103, 201, and 202 are co-requisites to a minor in History. This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies.

A minor in Political Science consists of 18 credits and is distributed as follows: nine credits of core courses from PSCI 350, 400, and 401; six credits in American Politics from PSCI 310, 326, 327, 330, and 360; and three credits in International Politics from PSCI 335, 370, 410, 440. HIST 101, 102, 103; and PSCI 200 and 210 are co-requisites to a minor in Political Science. This minor may not be taken in conjunction with either a major in History and Political Science or a major in International Studies.

A concentration in United States History consists of 21 credits including History 201, 202, 470, and 490 plus 3 additional elective courses that focus on United States History. Courses that fulfill the elective requirement include ECON 310, 330; ENG 401, 402, 421; MUS 232; PSCI 330; and other courses as approved by the department.

## **HISTORY**

**HIST 101                Western Civilization to 1500                3 Credits                F, S**  
Contributions to contemporary Western culture by the ancient Near East, the classical world of Greece and Rome, the development of early and medieval Christian Church, and the evolution of the medieval world.

*General Education: Development of Western Culture, Ancient/  
Medieval.*

**HIST 102                Western Civilization from 1500 to 1815                3 Credits                F, S**  
Contributions to contemporary Western Culture and the early modern world by the Renaissance, the Protestant Reformation, the development of early modern Europe, the Scientific Revolution, the Enlightenment, and the political revolutions of England, America, and France.

*General Education: Development of Western Culture, Renaissance/  
Early Modern.*

**HIST 103                Western Civilization Since 1815                3 Credits                F, S**  
Contributions to contemporary Western culture and the modern world by the rapid political, economic, social, scientific, technological, and intellectual changes of the 19<sup>th</sup> and 20<sup>th</sup> centuries.

*General Education: Development of Western Culture, Contemporary.*

- HIST 201      History of the United States to 1877      3 Credits      F**  
 The United States from settlement to Reconstruction. Major themes include the development of a new society, the evolution of democratic behavior, and the growth of sectionalism. Includes both social and political approaches.  
*General Education: Development of Western Culture, Renaissance/Early Modern.*
- HIST 202      History of the United States Since 1877      3 Credits      S**  
 The United States from Reconstruction until the present. Major themes include industrialization and modernization, the increased role of government, greater U. S. involvement in international affairs, and the impact of these changes on society. A continuation of HIST 201.  
*General Education: Development of Western Culture, Contemporary.*
- HIST 300      Seventeenth and Eighteenth Century Europe      3 Credits      F**  
 Evolution of early modern Europe between 1648 and 1789 as well as the ideas, forces, and events which shaped the period. Particular attention is given to the rise of mercantilism, the agricultural revolution, the rise of the middle class, the scientific revolution, the development of the international state system, the Enlightenment, the industrial revolution, and the French Revolution.  
*General Education: Development of Western Culture, Renaissance/Early Modern.*
- HIST 301      Nineteenth Century Europe      3 Credits      S**  
 Development of European History from the Congress of Vienna to World War I with emphasis on those ideas, forces, and events which shaped the period. Topics include conservatism, liberalism, nationalism, socialism, industrialism, and the origins of World War I.  
*General Education: Development of Western Culture, Contemporary.*
- HIST 302      Twentieth Century Europe      3 Credits      S**  
 Development of European History from World War I to the present with emphasis on the ideas, forces, and events which shaped the period. Topics include the postwar settlement, the rise of totalitarianism, World War II, the Cold War, and the advent of the nuclear age.  
*General Education: Development of Western Cultures, Contemporary.*
- HIST 306      The Holocaust      3 Credits      I**  
 Examination of Germany's *New Order* in Europe with focus on the implementation of Nazi racial and political theories. Primary emphasis is placed on the impact these events had on the moral and cultural fabric of Western civilization and the contemporary world. Materials from a variety of fields including history, literature, and art are studied.  
*Prerequisites: HIST 101, 102, 103, 301 or 302.*  
*General Education: Development of Western Culture, Contemporary.*
- HIST 308      The Vietnam Conflict      3 Credits      I**  
 The Vietnamese conflict from the days of French rule to the present. Emphasis is on the development of Vietnamese nationalist and revolutionary movements and their impact in Vietnam and among other powers involved, particularly France and the United States.  
*General Education: World Cultures.*



- HIST 326      Baseball and Society      3 Credits      I**  
An interdisciplinary study of social and economic issues in American history as exemplified by the evolution of professional baseball. Topics include social mobility, urban studies, race relations, labor history, and commercial organization and control of baseball.
- HIST 330      England and the British Empire      3 Credits      S**  
Social, constitutional, and diplomatic developments in England, with emphasis upon the effects of the industrial revolution.  
*Alternate years; offered 2000 – 2001.*
- HIST 335      Contemporary Australia      3 Credits      I**  
Firsthand examination of the political, economical, cultural, educational, and environmental influences shaping contemporary Australia. Also emphasized is the international role of Australia in the Pacific basin and in the changing world order. The course focus is on the southeast Australia and includes Sidney, Canberra, and Melbourne.  
*General Education: Development of Western Culture, Contemporary.*
- HIST 355      History of United States Foreign Relations      3 Credits      F**  
American foreign policy with reference to political, social, and economic development shaping that policy.  
*Prerequisite: HIST 201, 202.*  
*Alternate years; offered 2000 – 2001.*
- HIST 360      American Constitutional Development      3 Credits      S**  
(Cross-listed as PSCI 360)  
A survey of the development of the American Constitution through judicial interpretation.  
  
This nature of the judicial process, national-state relationships in the federal system, interrelationships of the legislative, executive, and judicial branches of the national government, individual civil rights and liberties are analyzed.  
*Prerequisites: PSCI 210 and 310.*  
*Alternate years; offered 2000 - 2001*
- HIST 362      History of the South      3 Credits      F**  
A survey of the former slaveholding states. The course focuses on slavery and slavery politics, race relations, and distinctive characters of Southern society.  
*Prerequisites: HIST 201, 202.*
- HIST 366      History of Colonial and Revolutionary America      3 Credits      S**  
American history from the earliest settlements in British North America until the ratification of the Constitution (1607 – 1790). The course stresses the relationship between political and social developments.  
*Prerequisite: HIST 201.*  
*Alternate years; offered 2000 – 2001.*

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| <b>HIST 370</b> | <b>Nineteenth Century United States<br/>Social History</b> | <b>3 Credits</b> | <b>F</b> |
|-----------------|--|------------------|----------|
- Examines selected topics in U. S. social history, including revivalism, the market revolution, reform, the Civil War, and industrialization.  
*Alternate years; offered 2001 - 2002.*
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| <b>HIST 380</b> | <b>Twentieth Century United States<br/>Social History</b> | <b>3 Credits</b> | <b>S</b> |
|-----------------|---|------------------|----------|
- Examines selected topics in U. S. social history, including immigration, the Ku Klux Klan, the youth culture, civil rights, feminism, and the Sixties.  
*Alternate years; offered 2000 - 2001.*
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|-----------------|----------------------------------|------------------|----------|
| <b>HIST 400</b> | <b>History of Russia to 1801</b> | <b>3 Credits</b> | <b>F</b> |
|-----------------|----------------------------------|------------------|----------|
- Political, economic, social, cultural, and diplomatic development of Russia from the establishment of the Kievan state in 860 through the end of the 18<sup>th</sup> century. Topics include the Kievan period, the Appanage period, the Muscovite period, and the foundation of Imperial Russia.  
*General Education: World Cultures.*
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|-----------------|--|------------------|----------|
| <b>HIST 401</b> | <b>Revolutionary Russia, 1801 to the<br/>Present</b> | <b>3 Credits</b> | <b>S</b> |
|-----------------|--|------------------|----------|
- Revolutionary forces that challenged the 19<sup>th</sup> Russian autocracy leading to its eventual collapse and replacement by the Soviet system in the 20<sup>th</sup> century. Topics include the nineteenth-century revolutionary movements, the reaction of the autocracy, the Bolshevik seizure of power, and Marxism-Leninism, and the twentieth century Soviet movement.  
*General Education: World Cultures.*
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| <b>HIST 410</b> | <b>Latin America</b> | <b>3 Credits</b> | <b>S</b> |
|-----------------|----------------------|------------------|----------|
- Latin American societies since pre-Columbian times, emphasizing the interaction of Native American, African, and European cultures and the social, economic, and political challenges of the modern period.  
*General Education: World Cultures.*
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| <b>HIST 420</b> | <b>East Asia</b> | <b>3 Credits</b> | <b>F</b> |
|-----------------|------------------|------------------|----------|
- Survey of East Asia (China and Japan) from 1800 to the present. Emphasis is upon the different paths towards modernity taken by each society, the conflicts involved in the attainment of modernity, and the impact of the West during the period.  
*Alternate years; offered 2001 - 2002.*  
*General Education: World Cultures.*
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| <b>HIST 430</b> | <b>Southeast Asia</b> | <b>3 Credits</b> | <b>S</b> |
|-----------------|-----------------------|------------------|----------|
- Historical development of mainland and island Southeast Asia with particular stress upon the traditional societies of the area and the sources of its civilization. The impact of and response to the West provides a focus for the study of present-day Southeast Asia.  
*Alternate years; offered 2001 - 2002.*  
*General Education: World Cultures.*

<b>HIST 440</b>	<b>Middle Eastern History Since A. D. 600</b>	<b>3 Credits</b>	<b>S</b>
Emphasizes the origins of Islam and the rise of Islamic empires and culture from the 7th through the 13th centuries, the development of European interest between 1500 and 1800, the growth of European , Arab and Jewish nationalisms in the 19 <sup>th</sup> century, and the Arab-Jewish conflict over Palestine in the 20 <sup>th</sup> century. <i>Alternate years; offered 2001 - 2002.</i> <i>General Education: World Cultures.</i>			
<b>HIST 445</b>	<b>Roots</b>	<b>3 Credits</b>	<b>I</b>
Research techniques for local and family history. The focus is on finding and using primary materials such as diaries, letters, church records, and archival materials from public record offices.			
<b>HIST 450</b>	<b>History of the Christian Church (Cross-listed as REL 317)</b>	<b>3 Credits</b>	<b>F</b>
Social and political structures of the Church, issues in theology and ethics. A survey of the history of the Church from the Apostolic Age to the present time. <i>General Education: Development of Western Culture.</i>			
<b>HIST 470</b>	<b>Seminar in Historiography</b>	<b>3 Credits</b>	<b>S</b>
Research and discussion designed to familiarize the history major with the theories, ideas, concepts, and major figures that have contributed to the development of the body of historical interpretation and historical understanding.			
<b>HIST 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>HIST 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>HIST 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>HIST 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b><u>POLITICAL SCIENCE AND INTERNATIONAL STUDIES</u></b>			
<b>PSCI 200</b>	<b>Introduction to Political Science</b>	<b>3 Credits</b>	<b>F</b>
An introduction to political science emphasizing political philosophy and ideology, comparative and world politics, and global issues. <i>General Education: Individual and Society.</i>			
<b>PSCI 210</b>	<b>United States Government</b>	<b>3 Credits</b>	<b>S</b>
Theories underlying the states, the formation of the Federal Union, the functions of departments, and the duties as well as the relation of the several states to the Federal Government. <i>General Education: Individual and Society.</i>			
<b>PSCI 310</b>	<b>State, City, and Rural Government</b>	<b>3 Credits</b>	<b>S</b>
States in the nation, their constitutions, problems of administration, departments, officials, and their duties, and present trends from states' rights to centralization.			

<b>PSCI 326</b>	<b>Introduction to Public Administration</b>	<b>3 Credits</b>	<b>F</b>
Basic concepts and organizational theories pertaining to administration of public policy at all governmental levels. Included are the relationship between policy making and administration, government regulatory process, and analysis of public sector decision making. <i>Alternate years; offered 2001 - 2002.</i>			
<b>PSCI 327</b>	<b>Public Policy Making</b>	<b>3 Credits</b>	<b>S</b>
Examination of decision making processes in federal, state, and local governments, with attention to such contemporary problems as urban growth, welfare and poverty, ecology, consumer protection, and intergovernmental relations. <i>Prerequisite: Permission of Instructor.</i> <i>Alternate years; offered 2000 - 2001.</i>			
<b>PSCI 330</b>	<b>American Political Parties</b>	<b>3 Credits</b>	<b>I</b>
Political parties and elections in the United States. <i>Prerequisites: PSCI 210 and 310.</i> <i>Alternate years; offered 2001 - 2002.</i>			
<b>PSCI 335</b>	<b>Peace, War, and World Politics</b>	<b>3 Credits</b>	<b>F</b>
Empirical and normative exploration of the dynamics of conflict and conflict resolution in international relations, including such topics as the causes of war, the outbreak of peace, and the avoidance of war. <i>Prerequisite: PSCI 200.</i> <i>Alternate years; offered 2001 - 2002.</i>			
<b>PSCI 350</b>	<b>Methods of Research and Data Analysis I</b> (Cross-listed as SOC 350)	<b>3 Credits</b>	<b>F</b>
Scientific methods and their application in the study of social phenomena. Topics include the relation between theory and research, defining and operationalizing a research problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing SPSS. <i>Prerequisite: GEC 111.</i>			
<b>PSCI 351</b>	<b>Methods of Research and Data Analysis II</b> (Cross-listed as SOC 351)	<b>3 Credits</b>	<b>S</b>
The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the National Opinion Research Center (NORC). The course culminates in a major research paper that is presented in oral and written form. <i>Prerequisite: PSCI 350.</i>			
<b>PSCI 355</b>	<b>History of United States Foreign Relations</b> (Cross-listed as HIST 355)	<b>3 Credits</b>	<b>F</b>
American foreign policy with reference to political, social, and economic development shaping that policy. <i>Prerequisite: HIST 201, 202.</i>			

- PSCI 360 American Constitutional Development 3 Credits F**  
 A survey of the development of the American Constitution through judicial interpretation. This nature of the judicial process, national-state relationships in the federal system, interrelationships of the legislative, executive, and judicial branches of the national government, individual civil rights and liberties are analyzed.  
*Prerequisites: PSCI 210 and 310.*  
*Alternate years; offered 2000 - 2001.*
- PSCI 370 International Law and Organization 3 Credits F**  
 History, concepts, organizations, and prospects of international law, with applications to such issue areas as war, human rights, and the environment.  
*Prerequisite: PSCI 200.*  
*Alternate years; offered 2001 - 2002.*
- PSCI 375 Contemporary Issues 3 Credits I**  
**In U. S. Foreign Policy**  
 Examination of major foreign policy issues facing the United States, and consideration of policy options available.
- PSCI 400 Classical Political Theory 3 Credits F**  
 Classical and medieval political thought from ancient Greece through the Middle Ages, including Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, and Machiavelli.  
*Prerequisite: PSCI 200 and 210.*
- PSCI 401 Contemporary Political Thought 3 Credits S**  
 Modern political theories and philosophies including the contributions of Hobbes, Locke, Montesquieu, Rousseau, Burke, and Marx.  
*Prerequisite: PSCI 200 and 210.*
- PSCI 410 Comparative Politics 3 Credits S**  
 Major world political systems and various theoretical approaches to the study of comparative politics.  
*Prerequisite: PSCI 200.*
- PSCI 436 United Nations 3 Credits I**  
 History, background, and structure of the United Nations, and the political challenges facing the organization in its second half-century.  
*Prerequisite: PSCI 200.*
- PSCI 440 Politics of International Economic Relations 3 Credits F**  
 Political implications of international economic relations, including such topics as the politics of trade, monetary relations, development, and multinational corporations.  
*Prerequisite: PSCI 200.*  
*Alternate years: offered 2000 - 2001.*



<b>PSCI 470</b>	<b>Seminar in International Studies and Political Science</b>	<b>3 Credits</b>	<b>S</b>
The concepts and issues of comparative politics, international relations and international political economy as reflected in professional literature. <i>Prerequisite: PSCI 200.</i>			
<b>PSCI 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PSCI 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PSCI 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PSCI 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

#### **RELATED COURSES: GEOGRAPHY**

<b>GEOG 340</b>	<b>Regional Geography</b>	<b>3 Credits</b>	<b>F</b>
Geography of the major geographic and cultural regions of the world. Impact of physical environment upon culture and civilization of the regions. <i>Alternate years; offered 2000 – 2001.</i>			
<b>GEOG 350</b>	<b>Physical Geography</b>	<b>3 Credits</b>	<b>F</b>
Land forms, weather and climate, natural vegetation, soils, minerals, and their impact upon cultural development. <i>Alternate years; offered 2001 - 2002.</i>			

## **MATHEMATICS AND COMPUTER SCIENCE**

The Mathematics and Computer Science Department offers majors in mathematics, computer science, and information systems management.

The mathematics major offered by Bridgewater College is modeled after the curriculum suggested by the Mathematical Association of America. By choosing the appropriate electives, a student may prepare for a career immediately following graduation or for graduate school. Recent graduates have pursued careers in quality assurance, statistics, actuarial science, and computer programming, to name a few.

The major in computer science emphasizes fundamental principles and problem-solving skills. Graduates in the major are prepared to enter careers in the software development and support industry, or to continue their studies in a graduate computer science program.

The major in information systems management develops skills in three areas: technical skills for dealing with computers; management skills for dealing with organizations; and inter-personal skills for dealing with people. Graduates are ready to begin careers as members of a computer service center with the skills to deal effectively with the service providers as well as the service customers.

A major in Mathematics consists of the following required courses:

MATH 120	Precalculus
MATH 131	Calculus I
MATH 132	Calculus II
MATH 216	Set Theory and Symbolic Logic
MATH 231	Calculus III
MATH 232	Calculus IV
MATH 330	Linear Algebra
MATH 340	Theoretical Statistics I
MATH 400	Modern Algebra
MATH 410	Real Variables I
MATH 420	Real Variables II

or

MATH 341	Theoretical Statistics II
MATH 460	Seminar

and two additional courses in Mathematics chosen from courses numbered 300 and above.

A major in Computer Science consists of the following required courses:

CSCI 130	Computer Science I
CSCI 135	Computer Science II
CSCI 225	Mathematical Structures for Computer Science
CSCI 230	High Level Language - Fortran

or

CSCI 235	High Level Language -C++
CSCI 335	Computer Organization and Assembly Language Programming
CSCI 380	Algorithm Analysis and Advanced Data Structures
CSCI 425	Foundations of Computing
CSCI 440	Operating Systems
MATH 120	Precalculus Mathematics
MATH 131	Calculus I

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MATH 132	Calculus II
MATH 460	Seminar
and four additional courses from the following: (At least three must be at the 300 level or above, and at least two must be from CSCI.)	
CSCI 220	Application Development Using Visual Basic
CSCI 230/235	High Level Language - Fortran/High Level Language - C++
CSCI 430	Programming Languages
CSCI 450	Special Topics
CIS 250	Introduction to Information Systems
CIS 325	Data Communications
CIS 350	Database Management
CIS 450	Software Engineering
MATH 330	Linear Algebra
MATH 340	Theoretical Statistics I
MATH 350	Numerical Analysis
PHYS 305	Electronics

This major may be taken as a dual major with Mathematics.

A major in Information Systems Management consists of the following required courses:

CIS 103	Introduction to Computing
CIS 250	Introduction to Information Systems
CIS 325	Data Communications
CIS 350	Database Management
CIS 450	Software Engineering
BUS 200	Principals of Organizational Management
BUS 340	Management Science
BUS 420	Human Resources Management
PHIL 320	Professional Ethics
PHIL 340	Conflict Resolution and Mediation
COMM 327	Interpersonal Communication
SOC 245	Group Process/Interpersonal Communication
SOC 345	Organizations in American Life
MATH 200	Introduction to Statistics

and one course from the following:

CSCI 105	BASIC Programming
CSCI 130	Computer Science I
CSCI 220	Application Development Using Visual Basic
CIS 140	Programming with COBOL

A minor in Mathematics consists of the following courses:

MATH 120	Precalculus
MATH 131	Calculus I
MATH 132	Calculus II
MATH 216	Set Theory and Symbolic Logic
MATH 231	Calculus III

and six additional credits in Mathematics chosen from courses numbered 330 or above.

A minor in Computer Science consists of the following courses:

CSCI 130	Computer Science I
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CSCI 135	Computer Science II
CSCI 225	Mathematical Structures for Computer Science
CSCI 230	High Level Language - Fortran
or	
CSCI 235	High Level Language - C++
CSCI 335	Computer Organization and Assembly Language Programming
MATH 120	Precalculus
MATH 131	Calculus I
MATH 132	Calculus II
and one course from the following:	
CSCI 380	Algorithm Analysis and Advanced Data Structures
CSCI 425	Foundations of Computing
CSCI 430	Programming Languages
CSCI 440	Operating Systems

A minor in Computer Information Systems consists of the following courses:

CIS 103	Introduction to Computing
CIS 250	Introduction to Information Systems
CIS 325	Data Communications
CIS 350	Database Management
CIS 450	Software Engineering

and one course from the following:

CSCI 105	BASIC Programming
CSCI 130	Computer Science I
CSCI 220	Application Development Using Visual Basic
CIS 140	Programming with COBOL

## **MATHEMATICS**

**MATH110      College Algebra      3 Credits      F, S**  
 Real numbers, exponents, radicals, and algebraic operations with polynomial and rational functions. Solving equations and graphing expressions involving polynomial and rational functions, and exponential and logarithmic functions.

**MATH 120      Precalculus Mathematics      3 Credits      F, I, S**  
 A precalculus course for students continuing in mathematics. Includes topics in algebra, functions and relations, and trigonometry.

*Prerequisites: MATH 110 or satisfactory performance on placement test.*

**MATH 125      Analytic Geometry      3 Credits      I**  
 Review of the elements of plane geometry. Detailed study of conic sections from an analytic perspective, including translation and rotation of sections, the general second degree equation, and curve sketching.

*Prerequisites: MATH 110 or satisfactory performance on placement test.*

**MATH 129      Calculus for Economics and Business      3 Credits      S**  
Introduction to the mathematics of finance, matrix algebra, limits, and elementary differential calculus.

*Prerequisites: MATH 110 or satisfactory performance on placement test.*

**MATH 130      Survey of Calculus      3 Credits      S**  
Differential and integral calculus for the student who needs a working knowledge of the subject but does not plan to pursue more advanced study in mathematics. Includes theory and application of limits, derivatives, and integrals. Credit may not be received for both Mathematics 130 and 131.

*Prerequisites: MATH 120 or satisfactory performance on placement test.*

**MATH 131      Calculus I      3 Credits      F, S**  
Study of differential calculus of a single variable. Applications of the derivative are made to curve sketching, max-min problems, and linear approximation. Also included are applications of the Intermediate Value Theorem and Mean Value Theorem. Credit may not be received for both Math 130 and 131.

*Prerequisites: MATH 120 or satisfactory performance on placement test.*

**MATH 132      Calculus II      3 Credits      F, S**  
Study of integral calculus of a single variable. Included are techniques of integration and numerical methods of integration. Applications of the integral are made to computing area, volume, arc length, and selected topics.

*Prerequisites: Math 131*

**MATH 200      Introduction to Statistics      3 Credits      F, S**  
Basic descriptive statistics, probability, hypothesis testing, correlation, and regression. Statistical computer software is used to analyze data.

*Prerequisites: MATH 110, GEC 111, or satisfactory performance on placement test.*

**MATH 216      Set Theory and Symbolic Logic      3 Credits      F**  
The first part of the course is devoted to naive set theory and includes the algebra of sets, relations, functions and orders. The second part is devoted to logic, including truth tables and first-order predicate calculus.

*Prerequisites: MATH 132.*

**MATH 231      Calculus III      3 Credits      F, S**  
Continuation of Calculus I and II. Included are Taylor polynomials, l'Hopital's Rule, improper integrals, infinite series, and partial derivatives. Also included is an introduction to multivariable calculus and multiple integrals.

*Prerequisites: MATH 132.*

- MATH232      Calculus IV      3 Credits      S**  
 Introduction to ordinary differential equations. Included are setting up and solving differential equations and the study of existence and uniqueness conditions for solutions. Applications of differential equations are made to various areas of science.  
*Prerequisites: Completion of or concurrent enrollment in Math 231.*
- MATH300      Modern Geometry      3 Credits      F**  
 Fundamental concepts of geometry, including projective and non-euclidean geometries, with emphasis on the axiomatic method.  
*Prerequisites: MATH 132 and 216 or permission of the instructor.*  
*Alternate years; offered 2000 - 2001.*
- MATH 310      Multivariable Calculus      3 Credits      I**  
 Vector analysis, vector calculus, differentiation and integration of functions of more than one variable.  
*Prerequisites: MATH 232.*  
*Alternate years; offered 2001 - 2002.*
- MATH 320      History of Mathematics      3 Credits      I**  
 Survey of the history of mathematics from ancient civilizations to the modern mathematics of the nineteenth-century.  
*Prerequisites: MATH 132.*  
*Alternate years; offered 2000 - 2001.*
- MATH330      Linear Algebra      3 Credits      S**  
 Fundamentals of linear algebra, including vector spaces, matrix algebra, linear transformations, and bilinear and quadratic forms.  
*Prerequisites: MATH 216 and 231.*  
*Alternate years; offered 2001 - 2002.*
- MATH340      Theoretical Statistics I      3 Credits      F**  
 Fundamentals of probability and distribution theory. Includes probability theory, counting techniques, conditional probability, random variables, moments, moment generating functions, an introduction to multivariate distributions, and transformations of random variables.  
*Prerequisites: MATH 231 or permission of the instructor.*  
*Alternate years; offered 2001 - 2002.*
- MATH341      Theoretical Statistics II      3 Credits      S**  
 An introduction to mathematical statistics including convergence of sequences of random variables, central limit theorem, methods of estimation, hypothesis testing, linear models, and analysis of variance.  
*Prerequisites: MATH 340.*  
*Alternate years; offered 2001 - 2002.*



<b>MATH350</b>	<b>Numerical Analysis</b>	<b>3 Credits</b>	<b>S</b>
Topics include iterative techniques for solving non-linear equations, numerical differentiation and integration, and differential equations.			
<i>Prerequisites: MATH 231 and CSCI 130 or 230.</i>			
<i>Alternate years; offered 2000 - 2001.</i>			
<b>MATH 400</b>	<b>Modern Algebra</b>	<b>3 Credits</b>	<b>F</b>
Abstract algebra, with emphasis on algebraic structures such as groups, rings, integral domains, and fields.			
<i>Prerequisites: MATH 216 and 232 or permission of instructor.</i>			
<i>Alternate years; offered 2001 - 2002.</i>			
<b>MATH 410, 420</b>	<b>Introduction to Real Variables I, II</b>	<b>3 Credits each</b>	<b>F, S</b>
Real number system, topology of Euclidean Spaces, theory of limits, differentiation, integration, and infinite series.			
<i>Prerequisites: MATH 216 and 232.</i>			
<i>Alternate years; offered 2000 - 2001.</i>			
<b>MATH 450</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, S</b>
Devoted to a subject chosen from among the various fields of mathematics in which regular courses are not offered. Possible topics include complex variables, number theory, topology, probability, and applied mathematics, as well as others. A student may take the course more than once, provided different topics are covered.			
<i>Prerequisites: Permission of the instructor.</i>			
<b>MATH 460</b>	<b>Seminar in Mathematics, Computer Science, and Physics</b> (Cross-listed as PHYS 460)	<b>3 Credits</b>	<b>F</b>
Discussion and presentation of papers by students and faculty on problems of current interest in mathematics, computer science, and physics.			
<i>Prerequisites: Senior standing with a major in Mathematics, Computer Science, Physics, or permission of the instructor.</i>			
<b>MATH 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MATH 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MATH 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MATH 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **COMPUTER SCIENCE**

<b>CSCI 105</b>	<b>BASIC Programming</b>	<b>3 Credits</b>	<b>F</b>
Problem solving methods and algorithm development with emphasis on how to design, code, debug, and document programs using techniques of good programming style.			

**CSCI 130      Computer Science I      3 Credits      S**

Introduces structured programming using C. Topics include assignment, input/output, flow of control, arrays, procedures and functions. Problem solving, algorithm development and program design are emphasized. Computing system structure and the edit, translate, debug and run-time environments of the programming language system are covered. Applications include sorting and searching, string processing, simulation and elementary numerical methods.

*Prerequisites: MATH 110.*

**CSCI 135      Computer Science II      3 Credits      F**

A continuation of Computer Science 130. Topics include files, records, pointers, screen control, scope and extent of identifiers, subprogram interface and formal syntax specification. Large program issues including top-down design, stepwise refinement, modularization, system and software and program design testing and documentation. Foundations of data structures including stacks, queues and binary trees and analysis of algorithms.

*Prerequisites: CSCI 130 and MATH 120.*

**CSCI 220      Application Development      3 Credits      I**  
**Using Visual Basic**

The student develops a software application using the programming language Visual Basic. Visual Basic is currently used widely, especially in the business world. Experience with this language gives the student a marketable skill.

*Prerequisites: CSCI 105 or 130.*

*Alternate years; offered 2001 - 2002.*

**CSCI 225      Mathematical Structures      3 Credits      S**  
**for Computer Science**  
(Replaces MATH 325)

An introduction to the fundamental concepts and structures used in computer science. Topics include propositional and predicate logic; sets, functions, and relations; mathematical induction, counting principles, and recurrences; trees and graphs.

*Co-requisite: MATH 132.*

**CSCI 230      High Level Language – FORTRAN      3 Credits      S**

Provides a detailed survey of the syntax, semantics and programming environment of the FORTRAN programming language. Assumes familiarity with computing systems and programming equivalent to an introductory course in computing. The language will be used as a vehicle for developing the discipline of modern programming techniques in a variety of application areas. Several programming assignments will be required.

*Prerequisites: CSCI 105 or 130 or equivalent and MATH 120.*

*Alternate years; offered 2001 - 2002.*

**CSCI 235      High Level Language - C++      3 Credits      S**

Provides a detailed survey of the syntax, semantics and programming environment of the C++ programming language with an emphasis on object-oriented structuring techniques. Assumes familiarity with computing systems and programming equivalent to an introductory course in computing. The language will be used as a vehicle for developing the discipline of modern programming techniques in a variety of application areas. Several programming

assignments will be required.

*Prerequisites: CSCI 130 or equivalent, and MATH 120.*

*Alternate years; offered 2000 - 2001.*

<b>CSCI 335</b>	<b>Computer Organization and Assembly Language Programming</b>	<b>3 Credits</b>	<b>S</b>
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Introduction to computer systems and their organization. Topics include logic, gate, component and system level organization of generic computing system. Bus architecture, component interfacing, memory organization and processor design are discussed. Includes an introduction to assembly language programming with appropriate laboratory assignments.

*Prerequisites: CSCI 135 or 230 or 235 and CSCI 225.*

*Alternate years; offered 2001 - 2002.*

<b>CSCI 380</b>	<b>Algorithm Analysis and Advanced Data Structures</b>	<b>3 Credits</b>	<b>F</b>
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Impact of data structure design on algorithm design and performance. Topics covered include graph algorithms, B-trees, Fast Fourier Transform, dynamic programming, performance analysis, testing and classification of algorithms, and design techniques. Laboratory assignments incorporating these analysis and design techniques will be required.

*Prerequisites: CSCI 135 and 225.*

*Alternate years; offered 2001 - 2002.*

<b>CSCI 425</b>	<b>Foundations of Computing</b>	<b>3 Credits</b>	<b>F</b>
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Theoretical models of computation and their practical applications in programming. Topics include automata, grammars, and parsing; recursive functions and Turing machines; the Chomsky hierarchy, Church's thesis, and uncomputability; complexity classes and intractability.

*Prerequisites: CSCI 225.*

*Alternate years; offered 2000 - 2001.*

<b>CSCI 430</b>	<b>Programming Languages</b>	<b>3 Credits</b>	<b>I</b>
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A development of the principles of programming languages from formal language description to standard language features to aspects of translator design and language implementation. Language types covered include imperative, functional, logical, object-oriented and concurrent. Typical languages covered include Pascal, FORTRAN, COBOL, FORTH, LISP, PROLOG, ADA and C++. Laboratory projects in several different languages are required.

*Prerequisites: CSCI 225 and 335.*

*Alternate years; offered 2000 - 2001.*

<b>CSCI 440</b>	<b>Operating Systems</b>	<b>3 Credits</b>	<b>S</b>
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The major concept area of computer operating systems principles. Topics include memory management, process management, system structure, and evaluation and recovery procedures.

*Prerequisites: CSCI 335.*

*Alternate years; offered 2000 - 2001.*

<b>CSCI 450</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, S</b>
Devoted to a subject chosen from among the various fields of computer science in which regular courses are not offered. Possible topics include artificial intelligence, graphics, natural language processing, networks, parallel processing, simulation, and theorem proving, as well as others. A student may take the course more than once, provided different topics are covered.			
<i>Prerequisites: CSCI 135 and 225, or permission of the instructor.</i>			
<b>CSCI 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CSCI 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CSCI 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>CSCI 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **COMPUTER INFORMATION SYSTEMS**

<b>CIS 103</b>	<b>Introduction to Computing</b>	<b>3 Credits</b>	<b>F, S</b>
An introduction to computing intended as a general education course for all students. Presents an overview of computing including history, operational principles, terminology, components, hardware and software trends, commercial benefits, social impact, legal and ethical aspects, consumer issues, and typical software applications. Hands-on laboratory component introduces word processing, spreadsheets, and databases. Does not count towards the computer science major or minor.			

<b>CIS 140</b>	<b>Programming with COBOL</b>	<b>3 Credits</b>	<b>I</b>
Introduction to programming using the COBOL language. COBOL remains an important language in business applications. Particular emphasis is placed upon learning sound software development habits. A weekly programming assignment will utilize the computer laboratory facilities.			

*Alternate years; offered 2000 - 2001.*

<b>CIS 250</b>	<b>Introduction to Information Systems</b>	<b>3 Credits</b>	<b>F</b>
Offers a general approach to the use of Information Systems in management, education, and government. Topics include computer terminology, data communications, system design, computer ethics, human-to-computer interfaces, and computer based decision support systems.			

*Prerequisites: CIS 103 or permission of instructor.*

<b>CIS 325</b>	<b>Data Communications</b>	<b>3 Credits</b>	<b>S</b>
This course presents concepts and applications of telecommunications technologies, networks, and distributed information systems. Topics include various standards, protocols, architectures, requirements, communication techniques, and management issues.			

*Prerequisites: CSI 250, or BUS 330, or permission of instructor.*

*Alternate years; offered 2001 - 2002.*

<b>CIS 350</b>	<b>Database Management</b>	<b>3 Credits</b>	<b>F</b>
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This course presents concepts and applications of data base management systems. Topics include physical and logical data organization, various database models, query languages, design concerns, integrity and security, and management issues.

*Prerequisites: CIS 250, or BUS 330, or permission of instructor.*  
*Alternate years; offered 2000 - 2001.*

<b>CIS 450</b>	<b>Software Engineering</b>	<b>3 Credits</b>	<b>S</b>
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This course presents an introduction to the latest trends in software engineering, including program specification and requirements. Topics include program solving techniques and software development. Particular emphasis is placed upon the design of large information systems projects.

*Prerequisites: CIS 250, or BUS 330, or permission of instructor, and one of the following courses: CSCI 105, CSCI 130, CSCI 220, or CIS 140.*  
*Alternate years; offered 2000 - 2001.*

## **MUSIC**

The Music Department at Bridgewater College serves the various needs of the academic community with historic Memorial Hall and the College Chapel as the sites of most musical activity. Students from all majors are invited to participate in one or more of the choral, instrumental or chamber ensembles, and private study (applied music) is available to singers and players. Students who choose music as a career may focus on performance and/or elect to gain certification to teach vocal or instrumental music in the public schools. A minor in Church Music is offered and supported by the College's strong choral tradition and outstanding rehearsal and performance facilities for organists. Internships in music and music-related fields can be arranged for those with special interests. Numerous courses offered by the Music Department meet the College's General Education Requirement in Fine Arts. Specific information about musical opportunities and courses at Bridgewater College is listed below.

A major in Music consists of courses numbered 210, 211, 212, 213, 214, 221, 222, 311, 312, 313, 341, 342, 343, 420 or 421 and twelve credits in applied music (eight credits in the major performance area at the 300 level and 400 levels, and four credits in the minor performance area). The requirement in applied music includes satisfactory completion of two years of keyboard instruction and passing a piano proficiency examination for those who study piano below the 300 level. The Major in Music also includes a requirement of performance in a large ensemble for each year the student is in residence at Bridgewater College. Jury examinations are required each year in the student's major performance area. Two public performances in the major performance area are required each year. A senior recital is required. Completion of all requirements of the PDP program is required of Music majors

Teacher certification for choral/vocal teachers consists of completing a music major in voice or keyboard and a minor in keyboard or voice as well as participation in a choral ensemble during each year of residence, and completion of the following professional education/music education and field experience courses and requirements: MUS 322, 422, and 436; Admission to the Education Department and passing scores on the Praxis Examinations; EDUC 100, 200, 201, 202, 210, 215, 260, 301, 302, 440, 470 and 475.

Teacher certification for instrumental teachers consists of completing a music major in a band or orchestral instrument and a minor in a band, orchestral or keyboard instrument as well as participation in an instrumental ensemble during each year of residence, and completion



of the following professional education/music education and field experience courses and requirements: MUS 327, 422, and 436; Admission to the Education Department and passing scores on the Praxis Examinations; EDUC 100, 200, 201, 202, 210, 215, 260, 301, 302, 440, 470 and 475.

A minor in Music consists of MUS 220, 221, 222, 312 or 313, eight credits of applied music in the major performance area numbered 300 or above, two additional courses chosen from the following: MUS 311, 312, 313, 341, 342, 420 or 421, and participation in a large performing ensemble during each year the student is in residence. Jury examinations are required each year in the student's major performance area. Two public performances in the major performance area are required each year. A senior recital is required.

A minor in Church Music consists of 19 credits including MUS 322, 340, 480 or an equivalent experience, and the remaining credits chosen from the following: MUS 362, 400, 420 or 421, 422, and 490.

<b>MUS 210</b>	<b>Voice Methods</b>	<b>1 Credit</b>	<b>S</b>
	(Replaces MUS 100)		

Development of the singing voice: posture, breathing, vowels, consonants, placement and resonance; English, German, French and Italian diction; intonation; and choral and solo literature in several styles. Practical methods in teaching vocal music.

<b>MUS 211</b>	<b>Brass Methods</b>	<b>1 Credit</b>	<b>F</b>
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Practical course in the teaching, playing, and care of brass instruments.

<b>MUS 212</b>	<b>Woodwind Methods</b>	<b>1 Credit</b>	<b>S</b>
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Practical course in the teaching, playing, and care of woodwind instruments.

<b>MUS 213</b>	<b>String Methods</b>	<b>1 Credit</b>	<b>S</b>
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Practical course in the teaching, playing, and care of string instruments.

<b>MUS 214</b>	<b>Percussion Methods</b>	<b>1 Credit</b>	<b>F</b>
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Practical course in the teaching, playing, and care of percussion instruments.

<b>MUS 220</b>	<b>Introduction to Western Music</b>	<b>3 Credits</b>	<b>F, S</b>
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Listening and learning to recognize forms, styles, composers, and works in Western music from the early Christian era to the present.

*General Education: Development of Western Culture, Renaissance/Early Modern.*

<b>MUS 221</b>	<b>Music Theory I</b>	<b>3 Credits</b>	<b>F</b>
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Tonal and rhythmic development through exercises in sight singing and ear training. Solfège, part-singing, rhythms, scales, intervals and other fundamentals of music. Tonic, dominant and sub-dominant cadences (primary chords) and progressions studied by analysis, part-writing and keyboard harmony.

<b>MUS 222</b>	<b>Music Theory II</b>	<b>3 Credits</b>	<b>S</b>
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Primary and secondary chords, secondary dominant chords, and modulation to the dominant and relative major keys studied by analysis, part-writing and keyboard harmony.

*Prerequisite: MUS 221*



- MUS 230**                      **Introduction to**                      **3 Credits**                      **F**  
**Twentieth-Century Music**  
 Listening and learning to recognize forms, styles, composers, and works in Western music since 1870.  
*General Education: Development of Western Culture, Fine Arts, Contemporary.*
- MUS 232**                      **American Music**                      **3 Credits**                      **I**  
 American musical life from colonial times to the present. Samplings include music following both the European classical tradition (operatic, choral, symphonic, etc.) and America's popular tradition (ragtime, jazz, rock, etc.). specific topics in the general areas are treated in detail by individual research.  
*General Education: Development of Western Culture, Fine Arts, Contemporary.*
- MUS 233**                      **Jazz in America**                      **3 Credits**                      **I**  
 Designed to increase the appreciation and enjoyment of jazz. The history and techniques of American jazz will be examined by lecture, demonstration, and recordings. Differences in the music elements of the major jazz styles will be highlighted.  
*General Education: Development of Western Culture, Fine Arts, Contemporary.*
- MUS 236**                      **The Music and Art of Polynesia**                      **3 Credits**                      **I**  
 The arts in traditional Polynesian culture and their relationship to ceremonies, celebrations, religion, folklore, and daily life. Several days are spent on campus to survey Polynesian culture and history in preparation for a two-week trip to Hawaii. While in Hawaii, the class visits museums and historical sites and takes advantage of lectures and study tours offered by the Polynesian Cultural Center, and or the University of Hawaii, and the East-West Center.  
*Alternate years; offered 2000-2001*  
*General Education: World Cultures.*
- MUS 255**                      **Music and Culture in Western Europe**                      **3 Credits**                      **I**  
 A tour of musical and cultural centers of Western Europe: London, Paris, Munich, Salzburg, Vienna, and Rome. The course includes the study of various European schools of composition and composers with visits to homes, monuments, musical institutions, churches, etc. General sightseeing is included.  
*Prerequisite: Permission of the Instructor*  
*Alternate years; offered 2000-2001*  
*General Education: Development of Western Culture, Fine Arts, Contemporary*
- MUS 311**                      **History of Medieval**                      **3 Credits**                      **S**  
**and Renaissance Music**  
 History of Western musical style from the early Christian era to 1600. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
*Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score.*  
*General Education: Development of Western Culture, Fine Arts, Ancient/Medieval.*

- MUS 312 History of Baroque and Classical Music 3 Credits F**  
 History of Western musical style from 1600 to 1800. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
*Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score.*  
*General Education: Development of Western Culture, Fine Arts, Renaissance/Early Modern.*
- MUS 313 History of Romantic and Twentieth-Century Music 3 Credits S**  
 History of Western musical style from 1800 to the present. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
*Prerequisite: This course should be taken by students who have some background in music and who have the ability to read a musical score.*  
*General Education: Development of Western Culture, Fine Arts, Contemporary.*
- MUS 322 Choral Literature 2 Credits S**  
 Choral literature, styles, forms, and voicings from the Renaissance to the present. Historical considerations and performance practices are discussed, and criteria for selection of music for choirs are developed.  
*Alternate years; offered 2001 - 2002.*
- MUS 327 Marching Band Techniques 2 Credits F**  
 Practical course for future public school marching band educators. Objectives include developing the skills necessary to instruct and administer a successful marching band.  
*Alternate years; offered 2000-2001.*
- MUS 329 Keyboard Pedagogy 3 Credits F**  
 Separate studies of piano and organ teaching regarding teacher qualifications, teaching techniques, graded music courses, professional ethics, and recital planning.  
*Offered on demand.*
- MUS 340 Church Music 3 Credits F**  
 Church music, with studies in hymnology, administration, graded choirs, choral techniques, choral literature, and worship.  
*Alternate years; offered 2000-2001.*
- MUS 341 Music Theory III 3 Credits F**  
 Chromatically altered harmony with modulation techniques and impressionistic harmony studied by analysis, part-writing and keyboard harmony.  
*Prerequisite: MUS 222*
- MUS 342 Music Theory IV 3 Credits S**  
 A study of the fundamentals of twelve-tone serialism through written exercises and analysis, followed by a course in Form and Analysis which studies phrase structures and the various part-forms of tonal music.  
*Prerequisite: MUS 341*

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| <b>MUS 343</b> | <b>Music Arranging</b><br>(Formerly MUS 321) | <b>3 Credits</b> | <b>S</b> |
|----------------|--|------------------|----------|
- Instruments of the orchestra and band and various choral ensembles, their classifications, ranges, and general use. The course provides for writing and arranging of music for solo instruments, ensembles, band, orchestra and voices.  
*Prerequisite or Co-requisite: MUS 342.*  
*Alternate years; offered 1999-2000.*
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| <b>MUS 362</b> | <b>Eighteenth-Century Counterpoint</b> | <b>2 Credits</b> | <b>S</b> |
|----------------|--|------------------|----------|
- Eighteenth-century contrapuntal techniques, including fugue.  
*Prerequisite: MUS 342.*  
*Offered on demand.*
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| <b>MUS 370</b> | <b>History of Dramatic Music</b> | <b>3 Credits</b> | <b>I</b> |
|----------------|----------------------------------|------------------|----------|
- Analytical study of the history of dramatic music, especially opera and oratorio. Listening and reading assignments focus on specific composers and works as they relate to historical trends in musical style.  
*General Education: Development of Western Culture, Fine Arts, Renaissance/Early Modern.*
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| <b>MUS 400</b> | <b>Composition</b> | <b>2 Credits</b> | <b>S</b> |
|----------------|--------------------|------------------|----------|
- The study and practice of musical composition, both traditional and modern.  
*Prerequisite: MUS 343.*  
*Offered on demand.*
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| <b>MUS 412</b> | <b>Music in the Life of the Child</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|---------------------------------------|------------------|----------|
- A course for future classroom teachers. Music history, various media, selected literature and forms with consideration given to the child's capacities for manipulating and perceiving musical elements and aesthetic awareness and response. While the focus of the course is the art music of Europe and North America, some attention is given to various ethnic and folk traditions.  
*Offered on demand.*
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| <b>MUS 420</b> | <b>Instrumental Conducting and Methods</b><br>(Replaces MUS 300) | <b>3 Credits</b> | <b>F</b> |
|----------------|--|------------------|----------|
- Instrumental conducting. Elements of conducting, use of the baton, score reading, instrumental transpositions, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined instrumental and choral ensembles.  
*Prerequisite: MUS 222*
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| <b>MUS 421</b> | <b>Choral Conducting and Methods</b><br>(Replaces MUS 300) | <b>3 Credits</b> | <b>F</b> |
|----------------|--|------------------|----------|
- Choral conducting. Elements of conducting, use of the baton, score reading, the organization and administration of ensembles, and the conducting of suitable literature for those organizations and combined choral and instrumental ensembles.  
*Prerequisite: MUS 222.*

<b>MUS 422</b>	<b>Music Education in the Elementary School</b>	<b>3 Credits</b>	<b>F</b>
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A course for future music teachers. Introduction to the melodic and harmonic instruments used in the elementary school. Selection and presentation of rote songs, rhythmic activities, creative activities, and listening program of grades K-6.

*Prerequisite: MUS 222.*

<b>MUS 436</b>	<b>Music Education in the Secondary School</b>	<b>3 Credits</b>	<b>S</b>
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The methodology and philosophy of teaching music in the secondary school including general music, music appreciation, music theory, and performing groups.

*Prerequisite: MUS 222.*

## **PERFORMING ENSEMBLES**

Ensembles members earn .5 credit per semester, and are expected to commit themselves to participation in the ensemble for the full academic year. A maximum of four credits in ensemble participation may be applied toward graduation. Students from all majors are eligible for membership in the performing ensembles.

<b>MUS 441</b>	<b>Concert Choir</b>	<b>.5 Credit</b>	<b>F, S</b>
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A select choral ensemble of about 45 singers who rehearse a wide variety of choral literature in preparation for the ensemble's annual spring concert tour. The Concert Choir serves as the campus ceremonial chorus.

*Prerequisite: An audition is required.*

<b>MUS 442</b>	<b>Chorale</b>	<b>.5 Credit</b>	<b>F, S</b>
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The Chorale is an ensemble of about 25 advanced singers. The Chorale appears on and off campus throughout the entire year in a variety of programs. The Chorale tours with the Concert Choir each spring. The ensemble makes occasional concert tours to distant locations in the United States and abroad. Members of the Chorale are required to be members of the Concert Choir, MUS 441. Membership is determined by auditions which are held in the spring for the following year.

*Prerequisite: An audition is required.*

<b>MUS 443</b>	<b>Symphonic Band</b>	<b>.5 Credit</b>	<b>F, S</b>
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Performs a wide variety of concert band literature on and off campus. Instrumental music majors are required to enroll in this ensemble.

*Previous instrumental music experience.*

<b>MUS 444</b>	<b>Jazz Band</b>	<b>.5 Credit</b>	<b>F, S</b>
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Performs a wide variety of jazz literature on and off campus. Ensemble members who are instrumental music majors are required to also be members of the Symphonic Band, MUS 443.

*Prerequisite: An audition is required.*

**MUS 445**      **Chamber Music Ensembles**      **.5 Credit**      **F, S**  
 Brass, String, Percussion, Woodwind, Vocal, Handbell, and Mixed Small ensembles. A wide variety of quality literature will be performed on and off campus.

*Prerequisite: Permission of the Instructor.*

## **APPLIED MUSIC**

A student may register simultaneously for one or two applied music courses with the approval of his or her advisor and the music faculty. One credit may be earned each semester for each applied area.

For the new applied music student, the course number is determined by an audition before a member of the music faculty.

100 level: beginning student

200 level: second year beginning student

300 level: first year for an advanced student

350 level: second year for an advanced student

400 level: third year for an advanced student

450 level: fourth year for an advanced student

The last digit in an applied music course number designates the specific applied music area (i.e., a beginning piano student's number will be 101; a first year advanced piano student's number will be 301).

\_\_01 piano

\_\_02 organ

\_\_03 voice

\_\_04 woodwind instrument

\_\_05 brass instrument

\_\_06 percussion instrument

\_\_07 string instrument

\_\_08 guitar

<b>MUS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MUS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MUS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>MUS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **PHILOSOPHY AND RELIGION**

Philosophy and Religion is an ideal major for the liberal arts student. In all philosophy and religion courses, one sees how logical tools and ethical principles help to bring together, and make personal, the variety of knowledge gained in other disciplines. Study in philosophy and religion illuminates the historical and contemporary content of Western and Eastern cultures and is excellent preparation for graduate school in humanities fields as well as for ministry, law, banking and finance, international relief service, education, and music. In fact, recent graduates have entered each of those varied fields. In addition to a minor in Philosophy and Religion, the Department offers a minor in Peace Studies which addresses the continuing need for intellectually substantial, morally grounded, and practically effective alternatives to socially conditioned structures of conflict and violence.

A major in Philosophy and Religion consists of not less than 30 credits with a minimum of 12 credits each from Philosophy and Religion, the remaining credits composed of courses approved by the Department.

A minor in Philosophy and Religion consists of 18 credits in Philosophy and Religion.

A minor in Peace Studies consists of 18 credits including REL 335, 420, PHIL 340, and three of the following: PHIL 225, 490; REL 317, 319, 340, 400, 490; PSCI 335, 355, 370, 436, and SOC 325. Courses that are listed on a student's plan of the major in Philosophy and Religion are excluded.

REL 210 or 220 may be applied to the general education requirement in religion and to the general education requirement in the development of western culture, ancient and medieval period.

## **PHILOSOPHY**

<b>PHIL 200</b>	<b>Introduction to Philosophy and Religion</b>	<b>3 Credits</b>	<b>F</b>
	(Cross-listed as REL 200)		

Examines the development of issues in epistemology, theology and ethics over the course of history. Addresses philosophical and theological questions from cultures of the Ancient Near East and Ancient Greece to Modernity and the Post Modern Era. Traces the lineage of current assumptions and introduces the questions and methods of inquiry that are treated in greater detail in subsequent courses in the Department. Designed for first semester freshmen, especially those considering a major or minor in philosophy and religion.

*General Education: Development of Western Culture, Contemporary.*

<b>PHIL 225</b>	<b>Contemporary Moral and Political Problems</b>	<b>3 Credits</b>	<b>I</b>
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Examination of pressing moral and philosophical questions which have become major political issues of our day. Problems considered include abortion, sexism, racism, drugs, privacy and censorship, civil disobedience, and others of interest to the group.

*Prerequisites: GEC 101 and REL 210 or 220.*

*Alternate years; offered 2000 - 2001.*

*General Education: Development of Western Culture, Contemporary.*



**PHIL 228      Philosophy of Popular Culture      3 Credits      I**

A systematic philosophical analysis of the major entertainment media of modern American culture aimed at determining the values reflected in and arising from popular movies, television, comics, music, and literature. Students select and research materials from the most popular national media, assessing the reasons for their extreme popularity.

*Prerequisites: GEC 101 and REL 210 or 220.*

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Contemporary.*

**PHIL 320      Professional Ethics      3 Credits      F**

Pressing issues confronting professionals in a technological era. Utilizing the insights of philosophical and religious ethics, the course examines the responsibilities of the professional person in business, medicine, law education, the ministry, and other fields. Problems considered include confidentiality, accountability, whistleblowing, governmental regulation, and ethical codes.

*Prerequisites: GEC 101 and REL 210 or 220 and Junior or Senior standing.*

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Contemporary.*

**PHIL 329      Classical Cultures: Greece and Italy      3 Credits      I**  
(Replaces PHIL 331)

An analysis of the historical and cultural roots of our western culture with special concern for the religious and philosophical heritage. Fifteen days of travel are combined with the academic study of the historical sites, literature, art, and concepts of these extraordinary ancient civilizations.

*General Education: Development of Western Culture, Ancient/Medieval.*

**PHIL 331      The Classical Mind      3 Credits      F**  
(Replaces PHIL 311)

The primary works of Plato and Aristotle. The development of certain issues into the Medieval era is traced and the original contributions of major Medieval thinkers, especially Augustine and Aquinas, are assessed.

*Prerequisites: GEC 101 and REL 210 or 220.*

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Ancient/Medieval.*

**PHIL 332      The Evolution of the Modern Mind      3 Credits      S**  
(Replaces PHIL 312)

The primary works of certain major philosophers who have shaped our intellectual history. Emphasis is placed on Descartes, Spinoza, Leibnitz, Hume, Locke, Kant, and Hegel. The basic philosophical turning-points in the modern history of our civilization are highlighted.

*Prerequisites: GEC 101 and REL 210 or 220.*

*Alternate years; offered 2001 - 2002.*

*General Education: Development of Western Culture, Renaissance/ Early Modern.*

- PHIL 333**                      **Contemporary Philosophy**                      **3 Credits**                      **F**  
 (Replaces PHIL 313)  
 Outstanding philosophical concerns of this milieu beginning with the Vienna Circle and continuing to the present. Focus is on the primary works of influential philosophers from analytical philosophy, language analysis, and important linguistic arguments from writers in other schools of thought and academic disciplines. Representative thinkers may include Wittgenstein, Ayer, Quine and Rorty.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Contemporary.*
- PHIL 335**                      **Philosophy of Religion**                      **3 Credits**                      **I**  
 Concepts and problems associated with theistic faith in the West. Areas of inquiry and reflection include: the relation of philosophy to religion, arguments for and against the existence of God, the problem of evil, the nature of religious experience (including miracles and mystical experience), the purpose and meaning of religious language, and the immortality of the soul.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Contemporary.*
- PHIL 337**                      **Philosophy of Science**                      **3 Credits**                      **S**  
 (Replaces PHIL 304)  
 Interaction of philosophy and science which affects human understanding of the physical universe, life, the mind, and human values. Investigations are made into methods of research, physical evidence defining our universe, the principle of relativity, the uncertainty principle, predictive knowledge, and related topics.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Contemporary.*
- PHIL 340**                      **Conflict Resolution and Mediation**                      **3 Credits**                      **F**  
 (Cross-listed as SOC 319)  
 Models for the analysis of human conflict, how to mediate interpersonal, interorganizational, and intergroup conflict.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2000 - 2001.*
- PHIL 420**                      **Postmodernism**                      **3 Credits**                      **F**  
 An effort to analyze philosophically the eras of the twentieth century considered "modernism" and "postmodernism". Some key ideas of relativity, literary criticism, modern warfare, social norms, and ethical values from art, literature, sciences, social sciences, and philosophy. Authors from the movements called existentialism, structuralism, deconstructionism, feminism, pragmatism, et al.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2001 - 2002.*  
*General Education: Development of Western Culture, Contemporary.*

<b>PHIL 430</b>	<b>Philosophy and Religion Seminar</b> (Cross-listed as REL 430)	<b>3 Credits</b>	<b>S</b>
Intensive study, research, and discussion in an interdisciplinary field of current interest. The Departments of Psychology, Sociology, Economics, History, and others cooperate at times with the Department of Philosophy and Religion in presenting this seminar. <i>Prerequisites: GEC 101 and REL 210 or 220.</i> <i>Offered on demand.</i>			
<b>PHIL 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHIL 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHIL 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHIL 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **RELIGION**

<b>REL 200</b>	<b>Introduction to Philosophy and Religion</b> (Cross-listed as PHIL 200)	<b>3 Credits</b>	<b>F</b>
Examines the development of issues in epistemology, theology and ethics over the course of history. Addresses philosophical and theological questions from cultures of the Ancient Near East and Ancient Greece to Modernity and the Post Modern Era. Traces the lineage of current assumptions and introduces the questions and methods of inquiry that are treated in greater detail in subsequent courses in the Department. Designed for first semester freshmen, especially those considering a major or minor in philosophy and religion. <i>General Education: Development of Western Culture, Contemporary.</i>			
<b>REL 210</b>	<b>Old Testament</b>	<b>3 Credits</b>	<b>F, S</b>
History, literature, and faith of the Hebrew people in the Old Testament period. The Old Testament literature is examined utilizing the insights of archaeology and literary and historical criticism. The impact of Hebrew history upon Western culture and the contemporary relevance of Hebrew theological insights are considered. <i>Prerequisite: GEC 101.</i> <i>General Education: A course in Religion and Development of Western Culture, Ancient/Medieval.</i>			
<b>REL 220</b>	<b>New Testament</b>	<b>3 Credits</b>	<b>F, S</b>
Christian beginnings with emphasis upon the literature and thought of the early Christian community. Introduces information and skills necessary for examining the New Testament documents and their relevance in the history of Western culture. <i>Prerequisite: GEC 101.</i> <i>General Education: A course in Religion and Development of Western Culture, Ancient/Medieval.</i>			

- REL 304                      Biblical Interpretation                      3 Credits                      S**  
 Brief history of the interpretation of the Bible. Focus on the theological schools of the early church, Middle Ages, and the Enlightenment. Exegesis of selected passages.  
*Prerequisites: GEC 101 and REL 210 or 220*  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Ancient/Medieval.*
- REL 305                      Biblical Themes in Literature                      3 Credits                      I**  
 (Cross-listed as ENG 305)  
 A study of literature inspired by the Bible. The focus is on reading and writing about how religious ideas are expressed in literature, how authors use specific biblical stories in their novels, and how various authors may differ in their retellings of the same story.  
*Prerequisites: GEC 101 and REL 210 or 220*  
*Alternate years; 2000 - 2001*  
*General Education: Development of Western Culture, Contemporary.*
- REL 310                      Jesus of History                      3 Credits                      S**  
 The person, the work, and the mission of Jesus as understood in his own time and by Christians throughout history. Examines how the perception of Jesus changes and develops within various historical contexts, and how these changes are reflected in the doctrinal treatises, literature, and fine arts of each period.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2001 - 2002.*  
*General Education: Development of Western Culture, Ancient/Medieval.*
- REL 312                      Archaeology and the Bible                      3 Credits                      I**  
 Archaeology as it relates to biblical materials, especially to the Old Testament. An examination of findings and discoveries of the past two centuries and their relationship to biblical religion and faith, and to the history of the Hebrew people.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Offered on demand.*  
*General Education: Development of Western Culture, Ancient/Medieval.*
- REL 315                      The Lands of the Bible                      3 Credits                      I**  
 A study of the history, sociology, and archaeology of Palestine as these disciplines relate to the literature, religions, and cultures of ancient Hebrew society and early Christianity. Following the first week of study on campus, two weeks are devoted to visiting sites of biblical and religious importance in the lands of the Bible.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Offered 2000 - 2001.*  
*General Education: World Cultures.*
- REL 317                      History of the Christian Church                      3 Credits                      F**  
 (Replaces REL 326)  
 (Cross-listed as HIST 450)  
 Social and political structures of the Church, issues in theology and ethics. A survey of the history of the Church from the Apostolic Age to the present time.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*General Education: Development of Western Culture.*

- REL 318**                      **Medieval Women's Spirituality**                      **3 Credits**                      **I**  
A study of medieval women's visionary literature, considering both its roots in the classical and medieval mystical tradition and its development within the distinct life experience of women in the Middle Ages. Special attention will be given to such authors as Hildegard of Bingen, Julian of Norwich, Teresa of Avila, and the Beguine mystics Hadewijch, Mechthild of Magdeburg, Beatrice of Nazareth, and Marguerite Porete.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2001 - 2002.*  
*General Education: Development of Western Culture, Ancient/Medieval.*
- REL 319**                      **History of the Church of the Brethren**                      **3 Credits**                      **I**  
(Replaces REL 328)  
From its beginning to the present day. Emphasis upon understanding the church today in light of its historical development, and attention to Brethren doctrine and ideals.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Contemporary.*
- REL 320**                      **Religion in Life**                      **3 Credits**                      **S**  
Readings in, and discussion of, the nature and dimension of the religious life for contemporary humanity. Includes examination of the nature and language of religion, the problem of evil, suffering, secularization, doubt, disbelief, dimensions of decision-making, commitment, and criteria for a mature faith.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Offered on demand.*  
*General Education: Development of Western Culture, Contemporary.*
- REL 331**                      **Basic Christian Beliefs**                      **3 Credits**                      **F**  
(Replaces REL 300)  
Introduction to Christian theology. The central doctrines of the Christian faith examined in the context of their historical development. Various interpretations of those doctrines in contemporary theology are evaluated. The course is a seminar in format.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*General Education: Development of Western Culture, Contemporary.*
- REL 332**                      **Reformation Theology:**                      **3 Credits**                      **F**  
**From Scholasticism to Trent**  
(Replaces REL 345)  
The formative period of thought for contemporary Catholic and Protestant Christianity. Thinkers include representative Scholastics, the Humanists, Luther, Zwingli and the Anabaptists, Calvin, and the Catholic Reform expressed in the Councils from Constance to Trent.  
*Prerequisites: GEC 101 and REL 210 or 220.*  
*Alternate years; offered 2000 - 2001.*  
*General Education: Development of Western Culture, Renaissance/Early Modern.*

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| <b>REL 333</b> | <b>Contemporary Christian Thought</b><br>(Replaces REL 330) | <b>3 Credits</b> | <b>S</b> |
|----------------|---|------------------|----------|
- Critical reading and discussion of writings of representative contemporary theologians and writers in the field of religion with a view to developing an awareness of basic issues and patterns in present theological thinking.
- Prerequisites:* GEC 101 and REL 210 or 220.  
*Alternate years;* offered 2000 - 2001.  
*General Education:* Development of Western Culture, Contemporary.
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| <b>REL 335</b> | <b>Christian Perspectives<br/>on Violence and Peace</b> | <b>3 Credits</b> | <b>I</b> |
|----------------|---|------------------|----------|
- Biblical, historical, and social attitudes towards violence and peace including a study of political, social, and scientific factors which affect violence at the interpersonal, through war at the international, levels of human experience. A seminar approach is used.
- Prerequisites:* GEC 101 and REL 210 or 220.  
*Alternate years;* offered 2001-2002.  
*General Education:* Development of Western Culture, Contemporary.
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| <b>REL 340</b> | <b>Religions of the Near East</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|-----------------------------------|------------------|----------|
- Major living religions of the Near East stressing a sympathetic understanding of the illumination which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Judaism, Christianity, and Islam.
- Prerequisites:* GEC 101 and REL 210 or 220.  
*Alternate years;* offered 2001 - 2002.  
*General Education:* World Cultures.
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| <b>REL 350</b> | <b>Religions of the Far East</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|----------------------------------|------------------|----------|
- Major living religions of the Far East stressing a sympathetic understanding of the illumination which is provided the adherents of each for daily living, as well as some of the cultural expressions of each in those societies where they flourish. Religions studied include Hinduism, Buddhism, and native Chinese religion.
- Prerequisites:* GEC 101 and REL 210 or 220.  
*Alternate years;* offered 2000 - 2001.  
*General Education:* World Cultures.
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| <b>REL 400</b> | <b>Peace Studies Seminar</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|------------------------------|------------------|----------|
- A brief history of peace studies in the United States, current issues in peace studies, studies in the philosophy of civilization, the roles of violence and nonviolence in protest and revolution, and the roles of church and state in peacemaking.
- Prerequisites:* GEC 101 and REL 210 or 220.  
*Offered on demand.*
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| <b>REL 420</b> | <b>Christian Social Ethics</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|--------------------------------|------------------|----------|
- Personal and social ethical issues from the perspective of contemporary writings of Christian ethicists. Normative and contextual approaches. An examination of the relationship between religion and culture.
- Prerequisites:* GEC 101 and REL 210 or 220.  
*Alternate years;* offered 2001 - 2002.  
*General Education:* Development of Western Culture, Contemporary.



<b>REL 430</b>	<b>Philosophy and Religion Seminar</b> (Cross-listed as PHIL 430)	<b>3 Credits</b>	<b>S</b>
Intensive study, research, and discussion in an interdisciplinary field of current interest. The Departments of Psychology, Sociology, Economics, History, and others cooperate at times with the Department of Philosophy and Religion in presenting this seminar. <i>Prerequisites: GEC 101 and REL 210 or 220.</i> <i>Offered on demand.</i>			
<b>REL 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>REL 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>REL 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>REL 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **PHYSICS**

The Physics Department offers three majors for those students interested in physics-related or technical vocations.

### **PHYSICS MAJOR**

This major is selected by students planning on graduate study in physics or engineering or on a vocation in a physics-related job in the commercial world.

#### **Required courses:**

PHYS 221, 222	General Physics I, II
PHYS 305	Electronics
PHYS 308	Modern Physics
PHYS 311	Classical Mechanics I
PHYS 331	Electricity and Magnetism I
PHYS 345	Experimental Physics
PHYS 460	Seminar

Nine additional credits from courses numbered 300 or above.

#### **Supporting courses:**

MATH 131 and 132	Calculus I, II
MATH 231 and 232	Calculus III, IV

### **PHYSICS AND MATHEMATICS MAJOR**

This major is designed primarily for students wishing to certify to teach physics and mathematics at the secondary level and may not be taken as a dual major with the major in mathematics or physics.

#### **Required courses in physics:**

PHYS 221, 222	General Physics I, II
PHYS 305	Electronics
PHYS 308	Modern Physics

PHYS 345                      Experimental Physics

PHYS 460                      Seminar

Three additional credits in physics from courses numbered 300 or above for a total 24 credits.

**Required courses in mathematics:**

MATH 131, 132                  Calculus I, II

MATH 216                      Set Theory and Symbolic Logic

MATH 231, 232                  Calculus III, IV

MATH 300                      Modern Geometry

Nine (or ten) additional credits in mathematics from courses numbered 300 or above for a total of 24 credits.

**PHYSICAL SCIENCE MAJOR**

This major is designed primarily for pre-engineering students and may not be taken as a dual major with a major in chemistry or a major in physics.

**Required courses:**

PHYS 221, 222                  General Physics I, II

PHYS 308                      Modern Physics

PHYS 460                      Seminar

CHEM 161, 162                  General Chemistry I, II

MATH 131, 132                  Calculus I, II

MATH 231, 232                  Calculus III, IV

Six additional courses numbered 300 or above chosen from the Departments of Chemistry and Physics.

**PHYSICS MINOR**

**Required courses:**

PHYS 221, 222                  General Physics I, II

PHYS 305                      Electronics

PHYS 308                      Modern Physics

PHYS 311                      Classical Mechanics I

PHYS 331                      Electricity and Magnetism I

**PHYS 110              Introductory Astronomy                      4 Credits                      F or S**

Designed to help students appreciate and understand their physical environment and the methods of physical science through the study of basic astronomy. Topics include the history of astronomy; motion of celestial objects; planets of the solar system; birth, life, and death of stars; galaxies; and cosmology. Three hours in class and two hours in laboratory per week.

*General Education: The Natural Environment (Physical Science) .*

**PHYS 205              Principles of Astrophysics                      3 Credits                      I**

Basic principles of physics as applied to understanding the physical nature of the solar system; the birth, life and death of stars including black holes; and the formation of the universe.

*Prerequisite: MATH 120.*

**PHYS 218, 219 College Physics I, II** **4 Credits each** **F, S**

An algebra-based exploration of the concepts of motion, forces, energy, waves, heat, electricity, magnetism, optics, and modern physics. Three hours in class and three hours in laboratory per week.

*Prerequisite: MATH 120. PHYS 218 is prerequisite to PHYS 219.*

*General Education: The Natural Environment (Physical Science).*

**PHYS 221, 222 General Physics I, II** **4 Credits each** **F, S**

During the first term: Kinematics, Newton's laws of motion, conservation laws, rotational motion, periodic motion, and fluid mechanics. During the second term: Thermodynamics, electricity, magnetism, optics and modern physics. A combination of lectures and learning by inquiry are employed. Computers are used for data acquisition, data analysis, and mathematical modeling. Three hours in class and three hours in laboratory per week.

*Prerequisite: MATH 130 or 132 or concurrent enrollment in MATH 131, 132 respectively. PHYS 221 is prerequisite to PHYS 222.*

*General Education: The Natural Environment (Physical Science).*

**PHYS 305 Electronics** **4 Credits** **F**

Analog and digital electronics including diode and transistor operation, mathematical circuit analysis, operational amplifier applications, and digital logic gates. Two hours in class and six hours in laboratory per week.

*Prerequisite: PHYS 222 and MATH 132.*

*Alternate years; offered 2000 - 2001.*

**PHYS 308 Modern Physics** **3 Credits** **F**  
(Replaces PHYS 340)

Relativity, wave-particle dualism, Schroedinger equation, wave functions, spectra, nuclear physics and elementary particles.

*Prerequisites: PHYS 222 and MATH 132.*

*Alternate years; offered 2002 - 2002.*

**PHYS 311, 312 Classical Mechanics I, II** **3 Credits each** **F, S**

Kinematics and dynamics in one, two and three dimensions including oscillating systems, central force motion, Lagrangian and Hamiltonian dynamics, motion of rigid objects, and wave motion.

*Prerequisites: PHYS 222 and MATH 132 or 133. PHYS 311 is prerequisite to PHYS 312.*

*Alternate years; offered 2000 - 2001.*

**PHYS 331, 332 Electricity and Magnetism I, II** **3 Credits each** **F, S**

Electrostatics, scalar potential, electric fields and energy in conductors and dielectrics, electric currents, magnetic fields and energy, leading up to Maxwell's equations and from there to electromagnetic radiation.

*Prerequisites: PHYS 222 and MATH 132. PHYS 331 is prerequisite to PHYS 332.*

*Alternate years; offered 2000 - 2001.*

<b>PHYS 341</b>	<b>Thermal and Statistical Physics</b> (Replaces PHYS 301)	<b>3 Credits</b>	<b>I</b>
Thermodynamics, kinetic theory, and an introduction to statistical mechanics. <i>Prerequisites: PHYS 222 and MATH 232.</i> <i>Alternate years; offered 2000 - 2001.</i>			
<b>PHYS 345</b>	<b>Experimental Physics</b>	<b>3 Credits</b>	<b>I</b>
Certain classical and modern experiments designed to give the student a basic understanding of experimental methods. One hour in class and six hours in laboratory per week. <i>Prerequisites: PHYS 221, 222, and MATH 132.</i> <i>Alternate years; offered 2001 - 2002.</i>			
<b>PHYS 410</b>	<b>Optics and Laser Physics</b>	<b>4 Credits</b>	<b>S</b>
Topics include electromagnetic nature of light, geometrical optics, polarization, interference, diffraction, holography, and basics of lasers with applications. Three hours in class and three hours in laboratory per week. <i>Prerequisites: PHYS 222 and MATH 232.</i> <i>Alternate years; offered 2001 - 2002.</i>			
<b>PHYS 420</b>	<b>Quantum Mechanics</b>	<b>3 Credits</b>	<b>S</b>
Schroedinger equation, square well, harmonic oscillator, hydrogen atom, matrix methods, angular momentum, spin, and approximation methods. <i>Prerequisites: PHYS 340 and MATH 232.</i> <i>Alternate years; offered 2001 - 2002.</i>			
<b>PHYS 450</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F, S</b>
Devoted to a subject chosen from some field of physics in which regular courses are not offered. The course may be repeated for credit provided a different topic is covered. <i>Prerequisite: Consent of instructor.</i> <i>Offered on demand.</i>			
<b>PHYS 460</b>	<b>Seminar in Mathematics, Computer Sciences, and Physics</b> (Cross-listed as MATH 460)	<b>3 Credits</b>	<b>F</b>
Discussion and presentation of papers by students and faculty on problems of current interest in mathematics, computer science, and physics. <i>Prerequisite: Senior standing with a major in Mathematics, Computer Science, Physics, or permission of the instructor.</i>			
<b>PHYS 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHYS 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHYS 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PHYS 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **PSYCHOLOGY**

The Psychology Department at Bridgewater College offers facilities and courses that prepare students for graduate school and careers in teaching, research, and professional services. Students who elect to pursue graduate studies in psychology may do so either as preparation for 1) a career as a professional psychologist (examples include counseling, industrial-organizational psychology, clinical psychology, and school psychology); 2) a career in social science teaching/research (for example, as an educational, social, developmental, or personality psychologist); or 3) a career in natural science teaching/research (examples include cognitive science, biopsychology/behavioral neuroscience, sensation/perception, motivation/emotion, and psychopharmacology). Psychology is also the major of choice for many students preparing for careers as teachers in special and elementary education classrooms, while others combine the psychology major or minor with a major in philosophy and religion in preparation for seminary studies and Christian ministry. A minor in psychology is also a popular choice for students enrolled in a premedical program of study. Students seeking careers in psychiatry, neurology, pediatrics or one of the allied health professions are particularly well-advised to supplement their primary major by selecting from among courses in abnormal psychology, biological psychology, developmental psychology, memory and cognition, learning, psychological assessment, psychopharmacology, and sensation/perception.

The curriculum is decidedly research-focused while sampling from subfields within psychology that are traditionally regarded as experimental domains (learning, cognition and behavioral neuroscience) and those more often labeled as applied-social areas (abnormal, developmental, and social psychology). Students may fulfill the senior research requirement by either completing a research project using state-of-the-art computing and laboratory facilities in Bowman Hall or by conducting applied research while working in a practicum setting at one of the many human service agencies in the State. More specific information regarding the curriculum and the major in psychology at Bridgewater College is presented below.

A major in psychology consists of a minimum of 39 credits, including PSY 200, 220, 230, 305, and 450; three (3) courses selected from PSY 325, 330, 340, 370 and 420; three (3) courses selected from PSY 320, 350, 360, 430 and 440; and two (2) courses selected from PSY 455, 460 and 481. Majors are strongly encouraged to select MATH 200 as one of two courses that may be applied to the general education requirement in science for the bachelor of science degree.

A minor in psychology consists of a minimum of 21 credits, including PSY 200, 220, 230, and 305; one (1) course from PSY 325, 330, 340, 370 and 420; one (1) course from PSY 320, 350, 360, 430 and 440; and one (1) elective course numbered above 300.

<b>PSY 200</b>	<b>General Psychology</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to psychology as a natural and a social science. Topics include the methods of science, biological bases of behavior, developmental processes, sensation and perception, states of consciousness, conditioning and learning, memory and cognition, motivation and emotion, theories and assessment of intelligence and personality, diagnosis and treatment of psychological disorders, and social-cultural influences on behavior.			

*General Education: Individual and Society.*

<b>PSY 220</b>	<b>Measurement and Statistics</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to basic principles of measurement, data collection and analysis. Topics include data distributions, preparation of tables and graphs, descriptive statistics (measures of variability, center and association), and statistical inference (sampling distributions, estimation, and hypothesis tests).			
<i>Prerequisites: PSY 200 and GEC 111.</i>			
<b>PSY 230</b>	<b>Research Methods</b> (Replaces PSY 300)	<b>3 Credits</b>	<b>F, S</b>
Introduction to descriptive, correlational, differential (quasi-experimental) and experimental research methods. Topics include an introduction to science as a way of thinking, sampling, hypothesis testing and validity, techniques for controlling extraneous variables, and ethical issues involved in conducting psychological research. The student will learn how to formulate research ideas into testable hypotheses and design experiments that adequately test such hypotheses.			
<i>Prerequisite: PSY 220.</i>			
<b>PSY 305</b>	<b>Biological Psychology</b>	<b>3 Credits</b>	<b>F, S</b>
Introduction to the biological bases of human and animal behavior. A general introduction to the nervous system, including its development, structure, and function, with particular emphasis on the role of brain mechanisms in movement, circadian rhythms, hunger and thirst, sexual behavior, emotional behaviors and stress, learning and memory, and psychological disorders.			
<i>Prerequisite: PSY 230.</i>			
<b>PSY 310</b>	<b>Advanced Research Methods</b> (Replaces Research Design and Data Analysis)	<b>3 Credits</b>	<b>S</b>
Methods of analyzing and interpreting data from Small-N, qualitative and multiple variable, quantitative research designs are discussed. Instruction in the use of SPSS statistical software to analyze data from designs requiring multivariate analyses, including multiple regression, analysis of variance, canonical correlation, principal components, and factor analysis.			
<i>Prerequisite: PSY 230 and junior or senior standing.</i>			
<b>PSY 320</b>	<b>Abnormal Psychology</b>	<b>3 Credits</b>	<b>I</b>
Etiology, symptoms, prognosis and treatment of the various forms of behavior pathology. Specific forms of abnormal behavior discussed are anxiety disorders, mood disorders, schizophrenia, substance use disorders, and personality disorders.			
<i>Prerequisite: PSY 305 or permission of the instructor.</i>			
<b>PSY 325</b>	<b>Interpretation of Psychological Research</b>	<b>3 Credits</b>	<b>S</b>
Journal reading and interpretation. Special attention is focused on critical thinking skills as they relate to understanding and interpreting psychological research literature. Topics are taken from the areas of learning, memory, education and social behavior.			
<i>Prerequisite: PSY 230.</i>			
<b>PSY 330</b>	<b>Fundamentals of Memory and Cognition</b>	<b>3 Credits</b>	<b>F, S</b>
This course investigates the major theories of memory and cognition: classical and operant conditioning, perception, representation of knowledge, models of memory, problem solving, reasoning, use of language, intelligence, neural basis of learning and memory as well as			



memory and cognitive disorders. The emphasis will be on the application of the theories to real-life situations. Course material will be enhanced through journal readings and hands-on experiments/demonstrations.

*Prerequisite: PSY 305 or permission of the instructor.*

**PSY 340                      Fundamentals of Learning                      3 Credits                      F, S**  
Principles of experimental and applied learning. Evidence from animal and human studies are considered. Basic concepts of operant learning are demonstrated through a set of graduated laboratory exercises with animals.

*Prerequisite: PSY 305 or permission of the instructor.*

**PSY 350                      Psychological Assessment                      3 Credits                      F, S**  
An overview of current methods and measures of intelligence, aptitude, achievement, development, interest, and personality and their applications across clinical, educational, and business settings. Students will learn to administer, score, and interpret tests and develop a class presentation.

*Prerequisite: PSY 230.*

**PSY 360                      Developmental Psychology                      3 Credits                      F, S**  
The study of human development focusing on biological, sociological and psychological influences as they interact across the life span. Historical and contemporary research in life span development will be discussed and applied to current developmental issues.

*Prerequisite: PSY 230.*

**PSY 370                      Sensation and Perception                      3 Credits                      I**  
A survey of theories, principles, and facts concerning the sensory sciences. Emphasis will be placed on the study of physical, physiological, and psychological principles governing how we acquire information from the environment through the senses, and the organization of these sensations into meaningful, interpretable experiences. Although the focus is on mechanisms, the influence of disease, development, and aging are also considered.

*Prerequisite: PSY 305 or permission of the instructor.*

**PSY 420                      Psychopharmacology                      3 Credits                      I**  
Introduction to selected topics from the study of drug effects on behavior and other psychological processes, including memory, motivation and perception. Special emphasis will be on the reinforcing properties of drugs and substance abuse/dependence.

*Prerequisite: PSY 305 or permission of the instructor.*

**PSY 430                      Psychology of Personality                      3 Credits                      S**  
Introduction to descriptions, dynamics and determinants of normal and abnormal personality development. The contributions of major personality theorists and the implications of current research are considered.

*Prerequisite: PSY 230.*

**PSY 440                      Social Psychology                      3 Credits                      S**  
Effects of the social experience on the behavior of individuals. Topics include social influence, attitudes, group dynamics, and person perception. Participation in a group research project is required.

*Prerequisite: PSY 230.*

<b>PSY 450</b>	<b>Systems and Theories of Psychology</b> (Replaces History of Psychology)	<b>3 Credits</b>	<b>F, S</b>
Evolution of modern psychology from its origins in philosophy, physiology and physics to current theoretical positions. Special attention is given to reoccurring psychological issues and the role of a scientific perspective. <i>Prerequisite: PSY 230 and junior or senior standing.</i>			
<b>PSY 455</b>	<b>Advanced General Psychology</b>	<b>3 Credits</b>	<b>F</b>
Study of a range of topics considered important to a basic understanding of the field for the advanced student. Topics include sensation, perception, learning, motivation, memory, thinking, language, personality and social behavior. In addition, topics related to professional career development, including preparation of a resume, interviewing for graduate school and employment, and membership in professional organizations will be presented. <i>Prerequisite: PSY 230 and senior standing.</i>			
<b>PSY 460</b>	<b>Research Seminar in Contemporary Psychology</b>	<b>3 Credits</b>	<b>F</b>
The focus of the course is on developing a research proposal that may culminate in either an independent study or honors project in the Spring semester. Requires a formal research proposal prepared according the editorial style of the American Psychological Association, including a title, problem statement, literature review, formal hypothesis(es) and method of data collection and analysis. <i>Prerequisite: PSY 230 and junior or senior standing.</i>			
<b>PSY 470</b>	<b>Special Topics</b>	<b>3 Credits</b>	<b>F</b>
Directed study of a selected research topic. This experience is designed to help the advanced student develop knowledge of a specific area of research or practice. <i>Prerequisite: Permission of the instructor.</i>			
<b>PSY 481</b>	<b>Practicum in Applied Psychology</b>	<b>3 Credits</b>	<b>F</b>
Supervised practicum experience in a public or private agency setting which provides psychological or educational services. A student may enroll in a practicum for three credits in a term, and practicum credit may be earned in subsequent terms. A research report or scholarly paper based on the experience along with performance on-site will determine the student's grade for the course. <i>Prerequisite: PSY 230 and junior or senior standing.</i>			
<b>PSY 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PSY 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PSY 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>PSY 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

**SOCIOLOGY**

The Sociology Department offers a broad range of courses leading to a B.A. or B.S. degree with a major in sociology. Social work and sociology minors are options for students majoring in other disciplines. Each year, our graduates go into a variety of careers and graduate programs in the social sciences, human services, education, the legal professions, criminal justice, government, business, and communications. The department places a strong emphasis upon developing analytic, writing, and data analysis skills that are broadly transferable among many professional vocations. Subjects include anthropology, cultural studies, group dynamics, criminology, inequality, family, race and ethnicity, social philosophy, and quantitative research and data analysis. Distinctive features of the program are: 1) a balanced emphasis upon theoretical issues and practical skills; 2) a senior practicum that is very flexible, with a strong reputation in local and regional organizations; 3) a departmental lab that is outfitted with state-of-the-art computer technology; and 4) a curriculum structure that invites our majors to consider minors in related disciplines and opportunities for study abroad.

A major in Sociology consists of 33 credits in Sociology including 101, 350, 351, 405, 420, 450, and 471. Thirty credits must be taken at the 200 level or above.

A minor in Sociology consists of 21 credits of Sociology, including 101, 350, 351, 405, and 420. An additional six credits shall be earned from the following options: Sociology 245, 310, 315, 318, 320, 325, 328, 345, and 450.

A minor in Social Work consists of 21 credits of Sociology and Social Work, including 101, 255, 310 or 312, 354, 355, 405, and one chosen from 245, 317, 320, 328, 340, 342, 345, 350, or 420. A supporting course for the minor consists of at least three credits in Sociology 480 or 481.

The department offers a concentration in Comparative Cultural Analysis for sociology majors. Its purpose is to develop the student's ability to systematically describe, interpret, analyze, and compare diverse cultural arrangements; with special emphasis upon cultural boundaries, tensions, commonalities, differences, and change. The concentration has two different tracks or options: **Track 1:** 18 credits, all earned on the Bridgewater campus. Required courses include SOC 230, SOC 235, SOC 325, SOC 328, and PHIL 420. An additional course is chosen from SOC 306, SOC 309, or ENG 223. **Track 2:** 21 credits, including at least 12 earned on the Bridgewater campus, and at least 6 earned through the Brethren Colleges Abroad program or international Interterm offerings. Courses that may be applied to the on-campus portion of the concentration include SOC 230, SOC 235, SOC 325, SOC 328, and PHIL 420.

Sociology 101 is a prerequisite to all other courses in the department except Sociology 235.

<b>SOC 101</b>	<b>Principles of Sociology</b> (Replaces SOC 200)	<b>3 Credits</b>	<b>F or S</b>
Introduction to sociology as the study of human arrangements, with emphasis upon the relationship between human behavior and the social context. Topics include the nature and impact of culture and social structure, inequality, poverty, social institutions, organizations, social interaction, impression management, social change, and the historical context of knowledge and relationships. Methods of sociological investigation and interpretation are also emphasized.			

*General Education: The Individual and Society*

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| <b>SOC 230</b>   | <b>Mass Media &amp; Society</b><br>(Cross-listed as COMM 230)<br>(Replaces SOC 330)  | <b>3 Credits</b> | <b>S</b> |
| <p>A survey of media history and an examination of the effect mass media have on American society. This course will examine the development and impact of print media, radio, television, video, public relations, advertising and electronic services. Emphasis will be placed upon the development of the information society.</p>   |  |                  |          |
| <b>SOC 235</b>   | <b>General Anthropology</b><br>(Replaces SOC 300)                                    | <b>3 Credits</b> | <b>F</b> |
| <p>Human biology and evolution as seen through genetics, races, archaeology, and prehistory; and the diversity and uniformity of human behavior as seen through cross cultural studies. The growth and spread of culture in time and space are reviewed; the impact of urbanization, industrialization and technological trends on the nature and quality of man's life are examined.<br/><i>General Education: World Cultures.</i></p>  |  |                  |          |
| <b>SOC 245</b>   | <b>Group Process and Interpersonal Communication</b><br>(Replaces SOC 338)           | <b>3 Credits</b> | <b>S</b> |
| <p>The study of the behavior of individuals in small groups with a focus on the development of interpersonal communication skills. Topics include facilitation, leadership styles, decision making, problem solving, and mediation. Attention will be directed at how groups form and change over time; how conflict occurs and is managed; how roles and norms develop; and the nature of power, conformity and deviance in groups. The relevance of this work to applied settings will also be discussed.<br/><i>Alternate years; offered 2000-2001.</i></p> |  |                  |          |
| <b>SOC 304</b>   | <b>Sociology of the Caribbean:<br/>A Case Study of Jamaica</b><br>(Replaces SOC 323) | <b>3 Credits</b> | <b>I</b> |
| <p>A sociological exploration of the Caribbean with Jamaica as the case study. The course examines the political, economic, and social aspects of Jamaica in the context of the Caribbean region and in comparison with the rest of the world. Jamaican history, language, race, social class, ethnicity, and the impact of the tourist industry are explored.<br/><i>General Education: World Cultures.</i></p>   |  |                  |          |
| <b>SOC 305</b>   | <b>Ancient and Modern Cultures of Mexico</b>   | <b>3 Credits</b> | <b>I</b> |
| <p>Background reading on Mexican precolumbian, colonial, and modern cultures is combined with a two-week tour of cultural sites in various parts of Mexico. Contemporary urban and rural life are studied by means of observations in Mexico City and visits to Mexican towns, native markets, major museums, and cultural events.<br/><i>General Education: World Cultures.</i></p>   |  |                  |          |
| <b>SOC 306</b>   | <b>Cultures of Japan</b>   | <b>3 Credits</b> | <b>S</b> |
| <p>An historical and cultural study of Japan, with particular attention to religion, government, and the arts. Consideration is given to daily life in Japan and current problems and changes.<br/><i>General Education: World Cultures.</i></p>   |  |                  |          |

<b>SOC 309</b>	<b>Cultures of Africa</b> (Replaces SOC 335)	<b>3 Credits</b>	<b>F</b>
<p>The racial, social, and cultural history of Africa in ancient and modern times. Attention is given to the impact of urbanization and to African responses to Western values and institutions as carried to the continent by the colonial powers. Contemporary political and socioeconomic trends and problems.</p> <p><i>General Education: World Cultures.</i></p>			
<b>SOC 310</b>	<b>Criminology</b>	<b>3 Credits</b>	<b>F</b>
<p>Categories, incidence, and measurement of crime together with theories pertaining to the causes and treatment of crime and offenders. Definitions of criminal behavior, criminal law, law enforcement, the criminal justice system, and correction system are examined within the social and ideological context of American life.</p> <p><i>Alternate years; offered 2001 - 2002.</i></p>			
<b>SOC 312</b>	<b>Juvenile Justice and Delinquency</b> (Replaces SOC 318)	<b>3 Credits</b>	<b>F</b>
<p>An analysis of juvenile crime trends including the impact of gender, race, and class on delinquent behavior. Historical trends in juvenile corrections are examined along with current debates on reform and the relationship of delinquency to family structures, peer groups, the educational and medical systems, and the court. Special topics include gangs, juvenile detention, probation, child advocates, waiver to adult courts, and hospitalization.</p> <p><i>Alternate years; offered 2000-2001.</i></p>			
<b>SOC 315</b>	<b>Religion in Society</b>	<b>3 Credits</b>	
<p>Nature and role of religious beliefs, behavior, and institutions in the Western World. A comparative approach is used to examine the relationship between social context and religious experience. Theory and research regarding the changing nature of religion in the modern world are examined.</p> <p><i>Offered on demand.</i></p>			
<b>SOC 317</b>	<b>Sociology of Birth and Death</b>	<b>3 Credits</b>	<b>S</b>
<p>An examination of how events often assumed to be "natural" are conditioned by social and cultural forces. Emphasis is on the socialization of nature, changes in medicine and technology, the transmission of cultural mores regarding birth and death, and the rituals that surround them. Questions of how society supports, controls, and constrains our arrival into and departure from the world are addressed, as well as the ways in which birth and death become cultural metaphors for other social phenomena.</p> <p><i>Alternate years; offered 2001 - 2002.</i></p>			
<b>SOC 319</b>	<b>Conflict Resolution and Mediation</b> (Cross-listed as PHIL 340) (Replaces SOC 340)	<b>3 Credits</b>	<b>F</b>
<p>Models for the analysis of human conflict, how to mediate interpersonal, inter-organizational, and intergroup conflict.</p>			
<b>SOC 320</b>	<b>Sociology of the Family</b>	<b>3 Credits</b>	<b>F</b>
<p>Examination of the human family historically and comparatively in various cultures with major emphasis placed upon the modern American family. Included are such topics as the diversity of family structures, the social construction of emotions, gender expectations and roles, parenting, the life cycle, and family tensions.</p>			



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| <b>SOC 325</b> | <b>Development and Underdevelopment<br/>in the Modern World</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|---|------------------|----------|
- Dilemmas, tensions, and theoretical and policy issues related to the position of Third World countries in the modern world. Questions of urbanization, industrialization, modernization, westernization, and distribution of economic resources are discussed. Various theories of development and underdevelopment are critically examined. Special attention is paid to the relationship between Latin America and the United States.
- Prerequisite: Major in one of the Social Sciences or permission of instructor.*
- General Education: World Cultures.*
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| <b>SOC 328</b> | <b>Racial and Ethnic Studies</b> | <b>3 Credits</b> | <b>F</b> |
|----------------|----------------------------------|------------------|----------|
- The nature of racial relations and inequalities in American society, including their historical origins and relationship to western capitalist development. The ethnic composition of contemporary American society, impact of legal and illegal immigration patterns, dynamics of modern structures and institutions, the civil rights movement, inter-ethnic conflicts and attitudes, multiculturalism and status of affirmative action are analyzed in the context of national and global social change.
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| <b>SOC 342</b> | <b>Aging in Society</b> | <b>3 Credits</b> | <b>S</b> |
|----------------|-------------------------|------------------|----------|
- The social factors influencing the aging process and the social issues raised by an aging population. Cross-cultural and historical contexts of old age are considered with major emphasis on growing old in contemporary American society. The social construction of aging, impact of social context upon the experience of aging, theories of aging, and relation between culture, public policy, and social services for the aging are explored.
- Alternate years; offered 2000-2001.*
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|----------------|---------------------------------------|------------------|--|
| <b>SOC 345</b> | <b>Organizations in American Life</b> | <b>3 Credits</b> |  |
|----------------|---------------------------------------|------------------|--|
- Structure and functioning of organizations in American society. Patterns of coordination, communication, and control that exist in business and governmental organizations. Labor management strategies, bureaucracy, organizational cultures, hierarchies, and organizational networks are examined from a sociological, rather than a management, perspective.
- Offered on demand.*
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| <b>SOC 347</b> | <b>Public Relations in Organizations</b><br>(Cross-listed as COMM 347) | <b>3 Credits</b> | <b>F</b> |
|----------------|--|------------------|----------|
- A comprehensive survey of the evolution, role, functions, and scope of public relations in American society. Emphasis will be placed on public relations work in nonprofit and business organizations including educational, health care and social service institutions. Additionally, the roles of spokesperson and media consultant in government will be examined.
- Alternate years; offered 2001 - 2002.*
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|----------------|--|------------------|----------|
| <b>SOC 350</b> | <b>Methods of Research<br/>&amp; Data Analysis I</b><br>(Cross-listed as PSCI 350) | <b>3 Credits</b> | <b>F</b> |
|----------------|--|------------------|----------|
- Scientific methods and their application in the study of social phenomena. Topics include the relation between theory and research, defining and operationalizing a research problem, questionnaire construction, research design alternatives, sampling, measurement, and elementary data analysis and reporting utilizing SPSS.
- Prerequisite: GEC 111.*



<b>SOC 351</b>	<b>Methods of Research &amp; Data Analysis II</b> (Cross-listed as PSCI 350)	<b>3 Credits</b>	<b>S</b>
<p>The application of scientific research methods to specific research problems. Various measurement, scaling, and statistical techniques are utilized to address research problems defined by the students. The Statistical Package for the Social Sciences (SPSS) is used to analyze data from the National Opinion Research Center (NORC). The course culminates in a major research paper that is presented in oral and written form.</p> <p><i>Prerequisite: SOC 350.</i></p>			
<b>SOC 405</b>	<b>The Community</b>	<b>3 Credits</b>	<b>F</b>
<p>Exploration of sociological literature related to the nature of community in American society. Topics include rural/urban contrasts, individualism and social obligation, the Chicago school, American community studies, urban problems, gentrification, and affluence and homelessness. Classical literature from Simmel and Toennies is combined with recent monographs on the topic.</p> <p><i>Prerequisite: Permission of instructor.</i></p>			
<b>SOC 410</b>	<b>Communication Law: Civil Liberties and the Public Good</b> (Cross-listed as COMM 410)	<b>3 Credits</b>	<b>I</b>
<p>An examination of how the mass media are constrained and protected by the law and court interpretations. Among the issues to be explored are libel, copyright, obscenity, censorship and freedom of the press, cable TV franchising, corporate and government communications, and other media-related legal issues.</p> <p><i>Alternate years; offered 2000-2001.</i></p>			
<b>SOC 420</b>	<b>Social Inequality</b>	<b>3 Credits</b>	<b>S</b>
<p>Patterns of social stratification and important theories of the class structure. Stress is placed upon analysis of the American class system; acquaintance with major research in the field is emphasized.</p>			
<b>SOC 450</b>	<b>Sociological Theory</b>	<b>3 Credits</b>	<b>S</b>
<p>A survey of classical and contemporary sociological theory, including the works of Karl Marx, Emile Durkheim, Max Weber, George Herbert Mead, Erving Goffman, Talcott Parsons, Harold Garfinkel, Pierre Bourdieu, Anthony Giddens, and others.</p>			
<b>SOC 471</b>	<b>Senior Seminar</b>	<b>3 Credits</b>	<b>S</b>
<p>A capstone seminar for the sociology major, exploring integrative themes regarding sociological research and analysis, the practice of sociology, and sociology-related vocations.</p> <p><i>Prerequisite: Permission of the instructor.</i></p>			
<b>SOC 480</b>	<b>Internship</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SOC 490</b>	<b>Independent Study</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SOC 491</b>	<b>Research</b>	<b>3 Credits</b>	<b>F, I, S</b>
<b>SOC 500</b>	<b>Honors Project</b>	<b>3 Credits</b>	<b>F, I, S</b>

## **RELATED COURSES: SOCIAL WORK**

**SOC 255                      Introduction to Social Welfare                      3 Credits                      F**  
Traces the origins and development of current social welfare institutions and points up the philosophical and ethical considerations undergirding social welfare. The student is introduced to the various settings in which social work is practiced, the different roles played by the social workers, the values and activities of social work as a profession, and the methods employed by the social worker in providing services.

**SOC 354                      Interventive Methods in Social Work                      3 Credits                      S**  
(Replaces SOC 455)  
Designed to prepare students for general problem solving activity in various social welfare settings. Orientation is given to methods employed in casework, group work, and community organization. Insights are developed whereby the student may relate observed behavior to psychological and socio-cultural factors affecting the individual.  
*Prerequisite: SOC 255 or permission of instructor.*

**SOC 355                      Counseling and Personal Development                      3 Credits                      S**  
Basic counseling skills course designed for students who plan to enter a helping profession. Helping skills such as attending, reflecting, clarifying, empathizing, supporting, examining feedback, confronting, and facilitating group process are treated. Goal setting, decision making, self-awareness and referral techniques are also included.

**SOC 481                      Field Experience in Social Welfare                      3 or 12 Credits                      F, S**  
Provides social work experience through placement in a human service agency. The placement may be arranged for a full-time experience during twelve weeks of a normal semester or on a part-time basis for three credits. The experience is under careful supervision of both the agency and the sociology department. The student's interest influences the choice of an agency. One-hundred twenty hours of participation are required for three credits and 480 hours are required for 12 credits.  
*Prerequisites: SOC 255, 354, and 355*

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David C. Huffman, B.A., M.A., Ph.D. ....	<i>Director of Internships</i>
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## Chaplain

Robert R. Miller, B.A., M.Div. ....	<i>Chaplain</i>
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Linda J. Wilson, L.N.P. ....	<i>Nurse Practitioner</i>
Linda Bowers*, L.P.N.-M. ....	<i>College Nurse</i>

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Carrie H. Harman, A.A.S. ....	<i>Assistant Director of the Kline Campus Center</i>
Blaine H. Simmers, B.S. ....	<i>Director of Technical Support Services</i>

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Michael B. Clark, B.A. ....	<i>Head Football Coach</i>
Lawrence A. Ferek, M.S. ....	<i>Assistant Director of Aquatics</i>
Donald E. Fulk ....	<i>Women's Softball Coach and Assistant Soccer Coach</i>

Scott A. Garbarini, B. S. ....	<i>Sports Information Director</i>
Susan E. Gaston*, B. S. ....	<i>Assistant Volleyball Coach</i>
Paul H. Gunsten .....	<i>Director of Intramurals</i>
Amy Hamilton, B.S. ....	<i>Assistant Field Hockey Coach and Assistant Lacrosse Coach</i>
Mary Frances Heishman, B.A., M.A., Ed.D. ....	<i>Head Volleyball Coach</i>
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John S. Spencer, B.A., B.S., M.A. ....	<i>Assistant Football Coach</i>
Ian P. Spooner, B.A. ....	<i>Head Men's and Women's Soccer Coach</i>
Bemjamin J. Spotts, B.A. ....	<i>Assistant Baseball Coach</i>
Shane D. Stevens, B.A., M.B.A. ....	<i>Head Cross Country/Track and Field Coach</i>
Darrell Sutherland, B.A. ....	<i>Assistant Football Coach</i>
Jean Willi, B.A., M.S. ....	<i>Associate Director of Athletics and Head Women's Basketball Coach</i>
Patrick Weller, B.A. ....	<i>Assistant Men's Tennis Coach</i>
Kimberly D. Wright, B.S., M.S. ....	<i>Director of Aquatics Program</i>

### **Enrollment Management**

Brian C. Hildebrand, B.A., M.A., M.Ed. ....	<i>Dean for Enrollment Management</i>
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### **Admissions**

Linda F. Stout, B.S. ....	<i>Director of Admissions</i>
J. Mark Griffin, B.A. ....	<i>Associate Director of Admissions</i>
Tamara L. McCray, B.S. ....	<i>Associate Director of Admissions</i>
Ruth Anne Sullivan, B.S. ....	<i>Admissions Coordinator</i>
G. Dan Barnhart, B.A. ....	<i>Admissions Counselor</i>
Johnathan L. Brush, B.A. ....	<i>Admissions Counselor</i>
Larenda M. Ridley, B.A. ....	<i>Admissions Counselor</i>
Elizabeth R. Tinsley, B.S. ....	<i>Admissions Counselor</i>
Joy E. Yoder, B.A. ....	<i>Admissions Counselor</i>
Melissa L. Miller, B.S.W. ....	<i>Secretary in Admissions Office</i>
Carolyn W. Pirkey .....	<i>Secretary in Admissions Office</i>
Sharyn D. Wichael, B.A. ....	<i>Secretary in Admissions Office</i>

## Financial Aid

J. Vern Fairchilds, Jr., B.A. ....	<i>Director of Financial Aid</i>
Cindy K. Garletts, B.S. ....	<i>Associate Director of Financial Aid</i>
Jennifer D. Sayre .....	<i>Technical Services in Financial Aid Office</i>
Sherry L. Coakley, B.A., M.A. ....	<i>Secretary in Financial Aid Office</i>

## Facilities and Support Services

Melvin D. Wampler, B.S., M.Ed. ....	<i>Assistant Vice President for Facilities and Support Services</i>
Diana S. Miller .....	<i>Secretary to the Assistant Vice President</i>
Marguerite M. Turner .....	<i>Postmistress</i>
Sharon C. Bucher* .....	<i>Postmistress</i>
Dale K. Rusmisl .....	<i>Copy Center Manager</i>

## Bookstore

Lisa W. Long, B.A. ....	<i>Manager of the College Bookstore</i>
Sandy A. Hess .....	<i>Assistant Manager of the College Bookstore</i>

## Buildings and Grounds (ServiceMaster Industries, Inc.)

Todd O. Soli, B.A. ....	<i>Director of Environmental Services</i>
Michael J. Masuga, A.A. ....	<i>Director of Housekeeping</i>
Amanda Jenkins .....	<i>Secretary in Buildings and Grounds Office</i>

## Food Service

David B. Radkey, B.A. ....	<i>Director of Dining Services</i>
Clarence D. Hancock .....	<i>Assistant Director of Dining Services</i>

## VICE PRESIDENT FOR FINANCE AND TREASURER

### Business Office

Anne B. Keeler, B.S., M.S.A., C.P.A. ....	<i>Vice President for Finance and Treasurer</i>
Vacant .....	<i>Controller</i>
Stacy A. McDonald, B.S. ....	<i>Accounts Payable Manager and Payroll Assistant</i>
Karen Sue Colaw .....	<i>Student Accounts Manager and Payroll Coordinator</i>
Marilyn T. Evers .....	<i>Cashier and Insurance Assistant</i>
Brenda L. Thompson .....	<i>Administrator for Federal Perkins Loan Program</i>
Dorothy L. Long .....	<i>Cashier</i>
Irene T. Shockey, B.S. ....	<i>Accountant</i>
Rebecca H. Wagner .....	<i>Administrative Assistant</i>

## VICE PRESIDENT FOR INSTITUTIONAL ADVANCEMENT

Charles H. Scott, B.S., M.S. ....	<i>Vice President for Institutional Advancement</i>
Judy E. Williams, B.A. ....	<i>Executive Director for College Relations</i>
Joi E. Brown, B.A., M.B.A. ....	<i>Director of Grants and Research</i>
Vacant.....	<i>Director of Church Relations</i>
Roberta W. Byerly, B.S. ....	<i>Assistant Director of Public Information</i>
Sally Jane Conner, B.S. ....	<i>Director of Advancement Records</i>
Karen D. Doss, B.A. ....	<i>Director of Alumni Relations</i>
Ellen K. Layman, B.S. ....	<i>Director of Public Information</i>
O. Walton Wine, Jr., B.A. ....	<i>Director of Planned Giving and Major Gifts</i>
Melissa A. Stover, B.A. ....	<i>Assistant Director of Annual Fund</i>
Mary K. Heatwole, B.S. ....	<i>Editorial Assistant in Public Information Office</i>
Robin Y. Jennings.....	<i>Administrative Assistant to the Vice President</i>
Ronnie L. Fulton.....	<i>Data Entry Clerk</i>
Sandra J. Hottel .....	<i>Secretary, Alumni Relations and Church Relations</i>
Beatrice M. Spitler.....	<i>Secretary, Grants and Research and Planned Giving</i>

*\*Part time*

### Faculty

Phillip C. Stone.....	<i>President</i>
B.A., D.H.L., Bridgewater College; J.D., University of Virginia; Bridgewater College, 1994-	
Arthur C. Hessler.....	<i>Vice President and Dean for Academic Affairs</i>
B.S., University of Wisconsin; M.S., Eastern Michigan University; Ph.D., University of Vermont; Bridgewater College, 1998-	

### Professors

K. Gary Adams.....	<i>Professor of Music</i>
B.M., M.M., Baylor University; Ph.D., University of North Texas; Bridgewater College, 1982-	
John G. Barr .....	<i>Professor of Organ and Piano</i>
B.S., Manchester College; S.M.M., S.M.D., Union Theological Seminary; Bridgewater College, 1968-	
Paul J. Bender .....	<i>Professor of Mathematics</i>
B.S., Albright College; M.S., Ph.D., Ohio University; Bridgewater College, 1976-	
Carl F. Bowman .....	<i>Professor of Sociology</i>
B.A., Elizabethtown College; M.S., University of Wisconsin-Madison; Ph.D., University of Virginia; Bridgewater College, 1982-83; 1986-	
Richard L. Bowman .....	<i>Professor of Physics</i>
B.S., Eastern Mennonite College; M.A., Kent State University; Ph.D., Oregon State University; Bridgewater College, 1986-	
Erich E. Brumbaugh .....	<i>Professor of Chemistry</i>
B.A., Bridgewater College; Ph.D., University of Virginia; Bridgewater College, 1986-	
Joseph M. Crockett .....	<i>Professor of Chemistry</i>
B.S., Hampden-Sydney College; Ph.D., University of North Carolina at Chapel Hill; Bridgewater College, 1985-	

- James W. Eaton ..... *Professor of Economics and Business Administration*  
B.S., M.B.A., University of Arkansas; Ph.D., University of Missouri-Columbia;  
Bridgewater College, 1985-
- Carole C. Grove ..... *Professor of Education*  
B.A., Longwood College; M.Ed., Western Maryland College; Ph.D., University  
of Virginia; Bridgewater College, 1990-
- Mary Frances Heishman ..... *Professor of Exercise Science and Head Volleyball Coach*  
B.A., Bridgewater College; M.A., James Madison University; Ed.D., University  
of Virginia; Bridgewater College, 1970-
- Michael S. Hensley ..... *Professor of Biology*  
B.A., Bridgewater College; M.S., James Madison University; Ph.D., University  
of Tennessee; Bridgewater College, 1986-
- L. Michael Hill ..... *Harry G. M. Jopson Professor of Biology*  
B.S., Alabama College; M.S., Tennessee Technological University; Ph.D.,  
University of New Hampshire; Bridgewater College, 1972-
- Lanny W. Holsinger ..... *Professor of Education*  
B.A., Bridgewater College; M.S., James Madison University; C.A.G.S., Ed.D.,  
Virginia Polytechnic Institute and State University; Bridgewater College, 1987-
- Jesse E. Hopkins, Jr. .... *Edwin L. Turner Distinguished Professor of Music*  
B.S., Bridgewater College; M.M.E., James Madison University; Ed.Mus.,  
University of Illinois; Bridgewater College, 1977-
- Thomas M. Kinder ..... *Professor of Exercise Science and Director of Athletics*  
B.A., University of Charleston; M.S., Marshall University; Ed.D., Vanderbilt  
University; Bridgewater College, 1978-
- Barbara P. Long ..... *Professor of Foreign Languages*  
B.A., Mary Washington College; M.A., Middlebury College; M.A., Ph.D.,  
Tulane University; Bridgewater College, 1983-
- Ralph C. MacPhail, Jr. .... *Professor of Theatre, Speech, and English*  
B.A., Bridgewater College; M.F.A., Virginia Commonwealth University;  
Bridgewater College, 1972-
- Lynn McGovern-Waite ..... *Professor of Spanish*  
B.A., Boston College; M.A., Middlebury College; Ph.D., University of Virginia;  
Bridgewater College, 1992-
- David K. McQuilkin ..... *Professor of History and Political Science*  
B.A., Muskingum College; M.S.(L.S.), Case Western Reserve University;  
M.A., Ph.D., Kent State University; Bridgewater College, 1985-
- Susan L. Piepke ..... *Professor of Foreign Languages*  
B.A., State University of New York; M.A., University of Rochester; M.A.,  
D.M.L., Middlebury College; Bridgewater College, 1988-
- Daniel M. Spitzer, Jr. .... *Professor of Business Administration*  
B.A., M.S., University of Virginia; M.B.A., College of St. Thomas; Ph.D.,  
University of Virginia; Bridgewater College, 1989-
- Nancy W. St. John ..... *Professor of Family and Consumer Sciences*  
B.S., Southeast Missouri State University; M.S., Ph.D., Florida State University;  
Bridgewater College, 1988-
- Sarah E. Swank ..... *Professor of Biology*  
B.S., James Madison University; M.A., University of Virginia; Ph.D., University  
of Southern California; Bridgewater College, 1981-
- Gary L. Tyeryar ..... *Professor of English*  
B.A., Western Maryland College; M.A., Rice University; Ph.D., University of  
Wisconsin; Bridgewater College, 1968-



Donald R. Witters ..... *Professor of Psychology*  
 B.A., Elizabethtown College; B.D., Bethany Theological Seminary;  
 M.A., Ph.D., Arizona State University; Bridgewater College, 1968-

### **Associate Professors**

- William E. Abshire ..... *Associate Professor of Philosophy and Religion*  
 B.A., Bridgewater College; M.A.Th., Bethany Theological Seminary; Ph.D.,  
 University of Virginia; Bridgewater College, 1987-
- Robert B. Andersen ..... *W. Harold Row Associate Professor of International Studies*  
 B.A., Macalester College; M.A., Ph.D., University of Denver; Bridgewater  
 College, 1990-
- Martha S. Armstrong ..... *Associate Professor of Accounting and Business Administration*  
 B.A., Bridgewater College; M.S., University of Virginia; Certified Public Accountant;  
 Bridgewater College, 1978-
- David E. Coffman ..... *Associate Professor of Education*  
 B.A., Bridgewater College; M.A., Appalachian State University; Ed.D., Virginia  
 Polytechnic Institute and State University; Bridgewater College, 1991-
- Laura D. Echols ..... *Associate Professor of Psychology*  
 B.A., Mary Baldwin College, M.Ed, James Madison University, Ph.D., University of  
 Virginia; Bridgewater College 1995-
- Catherine L. Elick ..... *Associate Professor of English*  
 B.A., M.A., James Madison University; Ph.D., Vanderbilt University; Bridgewater  
 College, 1988-
- Arthur J. Gumenik ..... *Carman G. Blough Associate Professor of Accounting*  
 B.A., Queens College of the City University of New York; M.A., M.S.,  
 University of Virginia; Ph.D. Virginia Commonwealth University; Bridgewater  
 College, 1990-
- David C. Huffman ..... *Associate Professor of Economics*  
 B.A., Bridgewater College; M.A., Ph.D., University of Virginia; Bridgewater  
 College, 1980-
- Edward W. Huffstetler ..... *Associate Professor of English*  
 B.A., Coker College; M.A., Ph.D., University of Iowa; Bridgewater College,  
 1988-
- Manown Kisor, Jr. .... *Associate Professor of Business Administration*  
 B.A., Trinity College; M.B.A., New York University; Graduate Study, Northwestern  
 University; Bridgewater College, 1989-
- Stephen L. Longenecker ..... *Associate Professor of History*  
 B.S., Shippensburg University; M.A., West Virginia University; Ph.D., The Johns  
 Hopkins University; Bridgewater College, 1989-
- Philip F. O'Mara ..... *Associate Professor of English*  
 B.A., St. John's University; M.A., Ph.D., University of Notre Dame; Bridgewater  
 College, 1989-
- Jeffrey H. Pierson ..... *Associate Professor of Communication*  
 B.A., North Carolina State University; M.A., Temple University; Ph.D., Rutgers  
 University; Bridgewater College, 1992-
- Mwizenge S. Tembo ..... *Associate Professor of Sociology*  
 B.A., University of Zambia; M.A., Ph.D., Michigan State University; Bridgewater  
 College, 1990-





- Curtis L. Kendall ..... *Assistant Professor of Exercise Science  
and Head Baseball Coach*  
B.S., Bridgewater College; M.S., James Madison University; Bridgewater College, 1984-
- Martha B. Knight.....*Assistant Professor of Exercise Science*  
B.S., Miami University; M.A., Ohio State University; Bridgewater College, 1998-
- Gavin R. Lawson ..... *Assistant Professor of Biology*  
B.S., University of Illinois, Urbana; M.S., University of Arizona; Ph.D., University of  
Illinois, Urbana; Bridgewater College, 1997-
- Wilmer E. Leatherman.....*Assistant Professor of Exercise Science  
and Head Men's Basketball Coach*  
A.A., Ferrum Junior College; B.S., Milligan College; M.Ed., Lynchburg College;  
Bridgewater College, 1985-
- Verne E. Leininger.....*Assistant Professor of Mathematics*  
B.A., Manchester College; M.A., The Pennsylvania State University; Ph.D., The  
Ohio State University; Bridgewater College, 1998-
- Ellen M. Mitchell.....*Assistant Professor of Chemistry*  
B. A., Kenyon College; Ph.D., Ohio State University; Bridgewater College, 1996-
- Carol A. Scheppard.....*Assistant Professor of Philosophy and Religion*  
B.A., Wesleyan University; M.Ed., Lesley College; M.Div., Princeton Theological  
Seminary; Ph.D., University of Pennsylvania; Bridgewater College, 1998-
- John S. Spencer ..... *Assistant Professor of Exercise Science*  
B.A., B.S., Shepherd College; M.A., Appalachian State University; Bridgewater College,  
1967-
- Phillip T. Spickler..... *Assistant Professor of Physics*  
B.S., Bridgewater College; M.S., Ohio University; Ph.D., The College of William and  
Mary; Bridgewater College, 1999-
- Grace F. Steinberg ..... *Assistant Professor of Family and Consumer Science*  
B.S. William Woods College, M.S., University of Missouri at Columbia; Bridgewater  
College, 1981-
- Alice L. Trupe ..... *Assistant Professor of English*  
B.A., M.A., Ph.D., Indiana University of Pennsylvania; Bridgewater College, 1997-
- R. Terry Weathersby ..... *Assistant Professor of Psychology*  
B.S., Wofford College; M.A., Ph.D., University of South Carolina; Bridgewater College,  
1994-
- Leroy G. Williams ..... *Assistant Professor of Computer Science*  
B.S., Heidelberg College, M.S., U.S. Naval Postgraduate School; Ph.D, George Mason  
Univeristy; Bridgewater College 1995-
- Kimberly D. Wright ..... *Assistant Professor of Exercise Science  
and Director of Aquatics Program*  
B.S., Bridgewater College; M.S., James Madison University; Bridgewater College, 1988-

### **Instructors**

- Sean M. Dunn.....*Instructor of English and General Education*  
B.A., Bridgewater College; M.A., James Madison University; Bridgewater  
College, 1998-
- Karina Kline-Gabel ..... *Instructor of Spanish*  
B.A., James Madison University; M.A. University of Virginia; Bridgewater College  
1997-

- Barbara H. Long ..... *Instructor of Health and Exercise Science*  
 B.S., Bridgewater College; M.S., United States Sports Academy; A.T.C., National  
 Athletic Trainers' Association; Bridgewater College, 1999-
- Rodney S. Morris ..... *Instructor of Education*  
 B.A., Hampton University; M.Ed., James Madison University; Bridgewater College  
 1997-
- Stacy A. Pauley ..... *Instructor of English and General Education*  
 B.A., M.A., Purdue University; Bridgewater College, 1997-
- Shane D. Stevens ..... *Instructor of Business Administration and Head Track  
 and Cross Country Coach*  
 B.A., Bridgewater College; M.B.A., James Madison University; Bridgewater College  
 1982-
- Kevan M. Yenerall ..... *Visiting Instructor of Political Science*  
 B.A., Duquesne University; M.A., Miami University; Bridgewater College, 1999-

### **Part-Time and Adjunct Faculty**

- Richard C. Adams ..... *Instructor of Music*  
 B.M.Ed., M.Ed., James Madison University; Bridgewater College, 1994-
- Jonathan S. Atkins ..... *Instructor of English*  
 B.A., Bridgewater College; M.A., Kansas State University; Bridgewater College,  
 1999-
- Mary Beth Flory ..... *Instructor of Music*  
 B.S., Bridgewater College; M.M., James Madison University; Bridgewater  
 College, 1989-
- Carson C. Good ..... *Instructor of Sociology*  
 B.A., Bridgewater College; M.S.W., Virginia Commonwealth University; Bridgewater  
 College, 1977-
- Glen C. Gustafson ..... *Instructor of Geography*  
 B.A., University of California; M.Sc., International Institute of Aerial Survey and Earth  
 Sciences; Ph.D., University of Munich, Germany; Bridgewater College, 1995-
- Henry J. Hill ..... *Instructor of Education*  
 B.S., M.A., West Virginia University; Bridgewater College, 1996-
- Lawrence H. Hoover, Jr. .... *Instructor of Philosophy and Religion*  
 B.A., Hampden-Sydney College; J.D., University of Virginia; Bridgewater College,  
 1986-
- John G. Keyser ..... *Instructor of Sociology*  
 B.S., M.S., Virginia Tech; Bridgewater College, 1999-
- Susan Lawton ..... *Medical Technology*  
 B.S., Purdue University; M.A., Central Michigan University; M.S., Gannon University;  
 Rockingham Memorial Hospital.
- Robert R. Miller ..... *Instructor of Religion and College Chaplain*  
 B.A., Bridgewater College; M.Div., Bethany Theological Seminary; Bridgewater  
 College, 1990-
- Leslie K. Nicholas ..... *Instructor of Woodwinds*  
 B.M., University of Texas; M.M., Northwestern University; Bridgewater College, 1999-
- Robert G. Sanger ..... *Instructor of Music*  
 B.S., Bridgewater College; M.M., Northwestern University; Bridgewater College, 1992-

- Ralph L. Shively ..... *Instructor of Mathematics*  
B. S., M.A., Ph.D., University of Michigan; Bridgewater College, 1994-
- Lynn K. Suter ..... *Instructor of Economics and Business*  
B.A., James Madison University; J.D., Washington and Lee University; Bridgewater College, 1998-
- Joyce A. Wead ..... *Instructor of Voice*  
B.M., George Peabody College for Teachers; M.M., Northwestern University; Graduate Study, University of Texas-Austin; Bridgewater College, 1987-
- Stephen E. Wright ..... *Instructor of Geography*  
B.A., M.A., Ph.D., University of Maryland; Bridgewater College, 1996-
- Laura H. Zarrugh ..... *Instructor of Sociology*  
B.A., M.A., Ph.D., University of California-Berkley; Bridgewater College, 1999-

### **Emeritus/Emerita Faculty**

- Wayne F. Geisert ..... *President and Professor of Economics, Emeritus*  
A.B., McPherson College; Ph.D., Northwestern University; L.L.D., Manchester College; D.H., James Madison University; D.H.L., Bridgewater College; D.H.L., McPherson College; Bridgewater College, 1964-1994.
- Dale V. Ulrich ..... *Provost, Dean and Professor of Physics, Emeritus*  
B.A., University of LaVerne; M.S., University of Oregon; Ph.D., University of Virginia; Bridgewater College, 1958-1961; 1964-1998.
- John W. Boitnott ..... *Dean of the College, Emeritus*  
B.A., Bridgewater College; M.A., Ph.D., University of Virginia; L.H.D., Bridgewater College; Bridgewater College, 1947-1967.
- William P. Albright ..... *Associate Professor of English, Emeritus*  
B.A., McPherson College; B.D., Bethany Theological Seminary; M.S., University of Omaha; Bridgewater College, 1967-1991.
- Raymond N. Andes ..... *Professor of Foreign Languages, Emeritus*  
B.A., Bridgewater College; M.A., Ph.D., University of North Carolina; Summer Student, University of Paris, Institut d'Etudes francaises de Pau; Bridgewater College, 1946-1983.
- M. Ellen Bailey ..... *Assistant Professor of Education, Emerita*  
B.S., Longwood College; M.Ed., Graduate Study, University of Virginia; Bridgewater College, 1967-1987.
- Emmert F. Bittinger ..... *Professor of Sociology, Emeritus*  
B.A., Bridgewater College; M.A., University of Maryland; B.D., Bethany Theological Seminary; Ph.D., University of Maryland; Bridgewater College, 1963-1988.
- Nell Kersh Boitnott ..... *Assistant Professor of Education, Emerita*  
B.A., Bridgewater College; M.A., James Madison University; Bridgewater College, 1947-1967.
- Charles J. Churchman ..... *Professor of English, Emeritus*  
B.A., M.A., University of Virginia; Ph.D., University of Tennessee; Bridgewater College, 1967-1994.
- A. Olivia Cool ..... *Associate Professor of Piano and Theory, Emerita*  
B.A., Teacher's Certificate in Music, Bridgewater College; Student, Johns Hopkins University; Peabody Conservatory of Music; M.Mus., American Conservatory of Music; Summer Student, Ithaca College; Bridgewater College 1937-1940; 1942-1976.
- Lowell V. Heisey ..... *Professor of Chemistry, Emeritus*  
B.A., Manchester College; M.S., Ph.D., Purdue University; Bridgewater College, 1950-1985.

- Robert B. Houts, Jr. .... *Associate Professor of Spanish, Emeritus*  
B.A., Bob Jones University; M.A., University of Tennessee; Graduate Study, University of Kentucky; Bridgewater College, 1963-1969, 1970-92.
- Robert L. Hueston .... *Associate Professor of Accounting, Emeritus*  
B.A., Bethany College; M.B.A., University of Wisconsin; Certified Public Accountant; Bridgewater College, 1953-1986.
- Harry G. M. Jopson .... *Professor of Biology, Emeritus*  
B.S., Haverford College; M.A., Ph.D., Cornell University; Bridgewater College, 1936-1943; 1946-1981.
- Frederick G. Keihn .... *Professor of Chemistry, Emeritus*  
B.S., Randolph-Macon College; M.S., Lehigh University; Ph.D., Syracuse University; Bridgewater College, 1967-1986.
- George Webster Kent .... *Associate Professor of Psychology, Emeritus*  
B.A., Franklin College; M.A., University of Oregon; Graduate Study, University of Wisconsin; Bridgewater College, 1954-1991.
- James J. Kirkwood .... *Professor of English, Emeritus*  
B.A., M.A., Wake Forest University; Ph.D., Duke University; Bridgewater College, 1968-1993
- Paul M. Kline .... *Professor of Art, Emeritus*  
B.A., Bridgewater College; M.F.A., Virginia Commonwealth University; Bridgewater College, 1959-1997.
- M. Ellsworth Kyger .... *Professor of German, Emeritus*  
B.A., B.S., in Music Education, Bridgewater College; Graduate Study, University of Maryland; Ph.D., Catholic University; Bridgewater College, 1955-1988.
- Bernard S. Logan .... *Professor of Economics and Business Administration, Emeritus*  
B.A., Bridgewater College; M.S., Ph.D., University of Wisconsin; Bridgewater College, 1959-1967; 1978-1984.
- Laura Susan Mapp .... *Associate Professor of Physical Education, Emerita*  
B.S., University of Richmond; M.S., University of Tennessee; Graduate Study, University of Oregon; Bridgewater College, 1961-1998.
- W. Robert McFadden .... *Anna B. Mow Professor of Religion, Emeritus*  
B.A., Manchester College; B.D., Bethany Theological Seminary; Th.D., Boston University; Bridgewater College, 1961-1998.
- William L. Mengebier .... *Professor of Biology, Emeritus*  
B.S., The Citadel; M.A., Oberlin College; Ph.D., University of Tennessee; Bridgewater College, 1968-1987.
- David G. Metzler .... *Professor of Philosophy and Religion, Emeritus*  
B.A., McPherson College; B.D., Bethany Theological Seminary; S.T.M., Harvard University; Th.D., Boston University; Bridgewater College, 1958-1962; 1966-1982; 1983-1995.
- Lowell A. Miller .... *Business Manager and Treasurer, Emeritus*  
B.A., Bridgewater College; Graduate Study, Virginia Polytechnic Institute and State University; Bridgewater College, 1958-1983.
- Anna Mae Myers .... *Assistant Professor of Home Economics, Emerita*  
B.S., Bridgewater College; M.S., Virginia Polytechnic Institute and State University; Bridgewater College, 1963-1978; 1980-1983.
- Lamar B. Neal .... *Associate Professor of Political Science and History, Emeritus*  
B.S., M.S., Mississippi State University; J.D., LL.M., University of Mississippi; Graduate Study, Tulane University; Bridgewater College, 1971-1998.
- Dean Royce Neher .... *Professor of Computer Science and Physics, Emeritus*  
B.S., McPherson College; M.S., Ph.D., University of Kansas; Bridgewater College, 1961-1994.



- Janet W. Stevens ..... *Assistant Professor of Home Economics, Emerita*  
B.S., University of Maryland; M.Ed., James Madison University; Bridgewater  
College, 1978-86.
- Thomas R. Thornley, Jr. .... *Professor of Music, Emeritus*  
B.A., M.M.E., University of South Carolina; Ed., D., University of Virginia; Bridgewater  
College, 1972-1997.
- Martha B. Thornton ..... *Professor of Religion, Emerita*  
B.S., Defiance College; M.A., Ed.D., Hartford Seminary Foundation; Bridgewater  
College, 1968-1986.
- Fred F. Wampler ..... *Professor of Education, Emeritus*  
B.A., Bridgewater College; M.A., George Washington University; Ed.D., University of  
Maryland; Bridgewater College, 1957-1988.
- Carlyle Whitelaw ..... *Assistant Professor of Physical Education, Emeritus*  
B.A., Bridgewater College; M.Ed., University of Virginia; Bridgewater College,  
1969-1997.

## **Faculty Councils and Committees**

**Council on Administration:** \*Stone, Armstrong, Benson, Hensley, Hessler, Hopkins, Keeler, Piepke, Scott, Suter, White.

**Committee on Information Technology:** \*R. Bowman, Benson, Brumbaugh, Coffman, Hessler, Houff, Howard, Howdyshehl, Keeler, Weathersby, Williams.

**Committee on Campus Wellness:** \*Steinberg, Bowers, Kendall, Kinder, Spooner, St. John, Wright, Zumbro, two students.

**Committee on Faculty Social Life:** \*MacPhail, Barr, Covert, Crockett, Heishman, Long, Tembo.

**Committee On Institutional Research:** \*Williams, Benson, C. Bowman, Dalbow, Grove, Hessler, Houff, Kisor, White, Witters.

**Steering Committee for Faculty Development and Evaluation System:** \*Hensley, Eaton, Hessler, Holsinger, Longenecker, McGovern-Waite, Stone, Swank.

**Faculty Nominating Committee:** Steinberg (2000), Armstrong (2001), R. Bowman (2002).

**Council on Education:** \*Hessler, Adams, Andersen, Eaton, Howdyshehl, Long, Swank, White.

**Committee on Curricular Development:** Members of the Council on Education (see above), three students.

**General Education Coordinating Committee:** \*Huffstetler, \*Scheppard, C. Bowman, Leininger, Longenecker, Pierson, Spickler, St. John, Watson, two students

**Committee on Teacher Education:** \*Grove, Andersen, Coffman, Garber, Heishman, Hensley, Hessler, Holsinger, Hopkins, Howdyshehl, Morris, St. John, Tyeryar, one student.

**Committee on Admissions and Financial Aid:** \*Hildebrand, Bender, Grove, Pierson, Stout, Witters.

**Committee on Convocations:** \*Hayes, Covert, Galloway, Hessler, Hopkins, MacPhail, Manson, R. Miller, Miracle, Swank, Watson, two students.

**Endowed Lectureships Committee:** \*Hessler, Abshire, Andersen, Dellett, Hayes, MacPhail, McGovern-Waite, two students.

**Committee on Philomathean:** \*Huffstetler, Baron, Covert, Hayes, House, Long, Trupe.



**Committee on the Library:** \*Coffman, Adams, Bly, Elick, Greenawalt, Gumenik, Hessler, Hill, Leininger, Piepke, Williams, two students.

**Forum for Religious Studies:** \*C. Bowman, \*Longenecker, Abshire, Bittinger, Metzler, R. Miller, Scheppard.

**Personal Development Portfolio Steering Committee:** \*Watson, Armstrong, R. Bowman, Garber, Hayes, Hessler, Kelley, Lawson, Miller, Miracle, Pierson, M. Sutherland, Trupe, Zumbro, one student.

**Committee on Chemical Safety:** \*Crockett, Brumbaugh.

**Leadership Program Development Steering Committee:** \*Spitzer, Benson, Clark, Hessler, Holsinger, Miracle, Morris, Pierson, Scheppard, Suter, Watson.

**Council on Student Affairs:** \*Miracle, Benson, Hayes, Hessler, Hildebrand, Hough, Kelley, Manson, Miller, D. Sutherland, Zumbro, four students.

**Committee on Cultural Activities:** \*Hopkins, Adams, Bly, Layman, Leininger, MacPhail, Manson, McQuilkin, Pauley, Piepke, two students.

**Eagle Productions:** \*Manson, Harman, Heishman, Miracle, Ragan, Simmers, D. Sutherland, Tembo, Zumbro, 40+/- students.

**Council on Religious Activities:** \*R. Miller, Baron, Barr, Bryant, Heishman, Scheppard, four students.

**Committee on Spiritual Life Institute:** \*Abshire, Alley, Bryant, J. Miller, R. Miller, Scheppard, Studwell, Tembo, one student.

**Council on Athletics:** \*Kinder, Benson, Gunsten, House, Longenecker, Miracle, Scott, D. Sutherland, Wampler, Willi, Williams, Zumbro, two students.

**Student Athlete Advisory Committee:** \*Willi, seven students.

\*Chairman

## **Calendar Definition**

Prior to the 1999-2000 academic year, the academic programs of Bridgewater College were presented as a 3-3-1-3 Calendar, which consisted of three 10-week terms and one 3-week Interterm. The unit of credit earned is equivalent to the semester credit. Most classes met four sixty-minute periods per week, plus additional laboratory time as appropriate.

With the fall 1999 entering class, the College changed to the traditional semester calendar, with a January Interterm.

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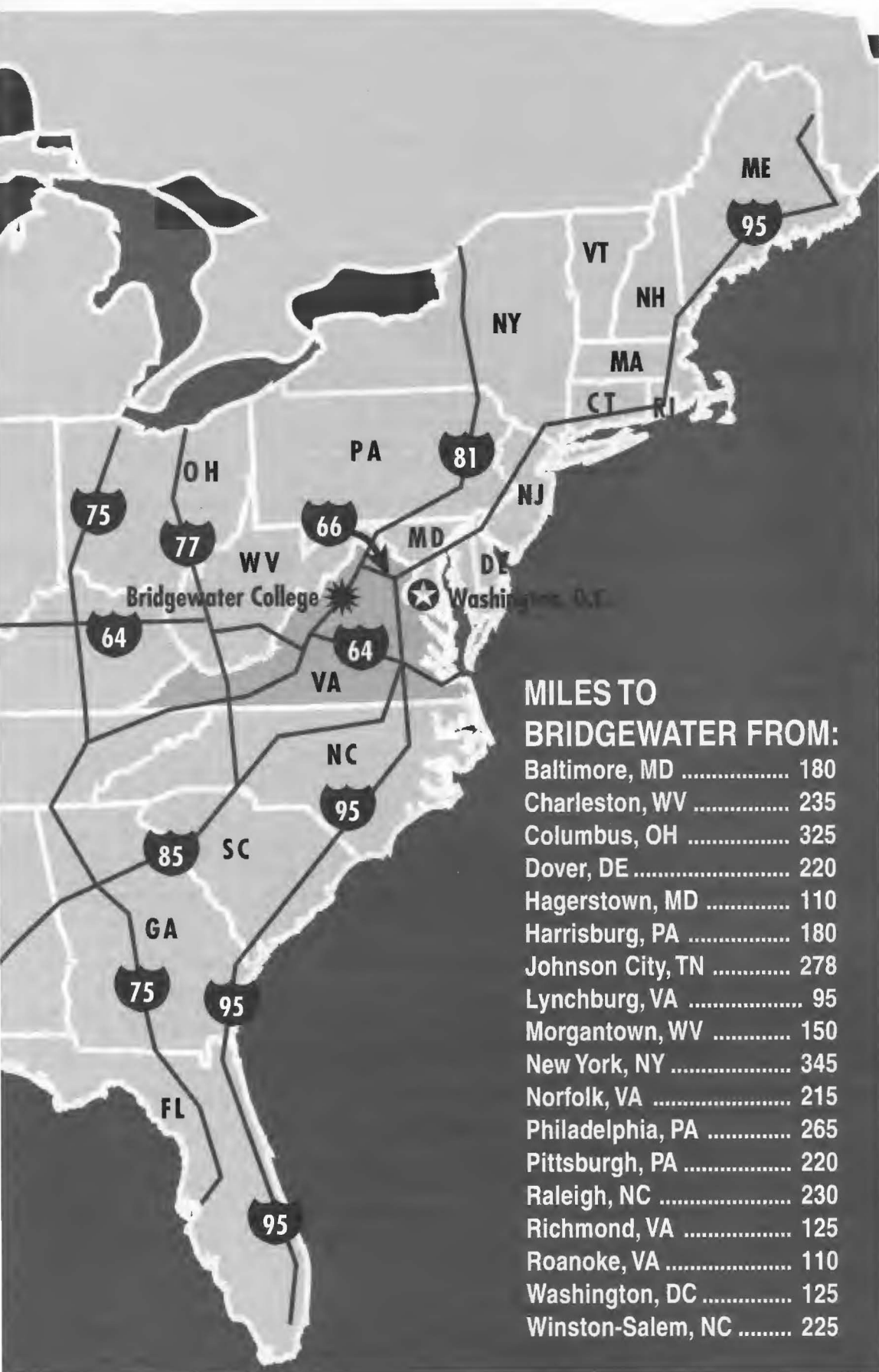
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Columbus, OH .....	325
Dover, DE .....	220
Hagerstown, MD .....	110
Harrisburg, PA .....	180
Johnson City, TN .....	278
Lynchburg, VA .....	95
Morgantown, WV .....	150
New York, NY .....	345
Norfolk, VA .....	215
Philadelphia, PA .....	265
Pittsburgh, PA .....	220
Raleigh, NC .....	230
Richmond, VA .....	125
Roanoke, VA .....	110
Washington, DC .....	125
Winston-Salem, NC .....	225